

DOCUMENT RESUME

ED 367 680

TM 021 123

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TITLE Developing the Research Database for the School-Based Youth Services Program. Administrative Summary.
SPONS AGENCY Iowa State Dept. of Education, Des Moines. FINE (First in the Nation in Education) Foundation.
PUB DATE Dec 93
NOTE 67p.; Prepared for the FINE Education Research Foundation.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Attendance; Case Studies; *Community Services; Criteria; *Databases; Data Collection; Delivery Systems; Educational Assessment; Extracurricular Activities; *High Risk Students; High School Graduates; High Schools; High School Students; Information Processing; Intervention; Interviews; Parent Background; Parents; Prevention; Program Evaluation; *Research Methodology; Surveys; Test Construction; *Youth Programs
IDENTIFIERS *Iowa; *School Based Youth Services Program IA

ABSTRACT

The School-based Youth Services Program (SBYSP) provides a one-stop location or center accessible to teens within or close to the public school. It is designed to help at-risk students by coordinating services between the community and the school, with the goal of keeping students in school and helping them gain skills that lead to employment, further education, and a healthy life-style. From its inception, the program has contained a strong assessment and evaluation component, but the database was not fully computerized until 1991-92. This advance has made the SBYSP year-end evaluation and monitoring much easier. How the databases were developed, from the construction of survey instruments through the assessment of student outcomes, is described. Information was obtained from student and customer satisfaction surveys, parent surveys, academic and attendance records, telephone interviews with graduates, four case studies, and focus groups at the project schools. Suggestions are given for improving the usefulness of the data collected and the assessment of program impact. Seven tables and three figures present study findings. Six appendixes contain project synopses and the various survey forms. (Contains 15 references.) (SLD)

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TABLE OF CONTENTS

Introduction	1
Collection, Management, and Analysis of Data	1
The FINE Research Project Objectives	2
Item Analysis, Reliability, and Validity of the Student Outcomes and Customer Satisfaction Survey	
Instruments used in the SBYSP in 1991-92 (Objective 3)	4
Relationships between Student Outcomes and Program Factors (Objective 4)	8
Information from the SBYSP-DBMS on Student Outcomes	8
1. GPA Improvement with Program and Demographic Factors	8
2. Attendance Improvement with Program and Demographic Factors	9
3. Dropping Out of School and Re-enrollment with Program and Demographic Factors ..	11
Sample Data from Student Surveys on Perceived Student Achievement	11
1. Student Perceptions of their Attainment with Program and Demographic Factors	12
2. Parent Perceptions of Student Attainment with Program and Demographic Factors ...	14
3. Customer Satisfaction with Program and Demographic Factors	16
Graduate Follow-up Data on Employment and Post-Secondary Education	16
Educational/Behavioral/Social "Pictures" of Students and Families of the SBYSP (Objective 5) ..	18
The Human Dimension: Case Studies	19
The Human Dimension: Focus Groups	20
The Effect of the Introduction of an Alternative School (EXCEL) on Educational Outcomes of the SBYSP (Objective 6)	23
Lessons Learned: Summary, Conclusions, Implications, Questions, and Recommendations	24
Acknowledgements	26
REFERENCES	26
APPENDIX A - Approved Iowa School-Based Youth Service Programs: Project Synopses	
APPENDIX B - 1991-92 SBYSP High School Student Survey	
APPENDIX C - 1991-92 SBYSP Middle School Student Survey	
APPENDIX D - 1991-92 SBYSP Elementary School Student Survey	
APPENDIX E - 1991-92 SBYSP Parent Survey	
APPENDIX F - Graduate Follow-Up Interview Form (SUCCESS Program)	

Developing the Research Database for the

School-Based Youth Services Program

ADMINISTRATIVE SUMMARY

Introduction

The School-Based Youth Services Program (SBYSP) is now in its fourth year of funding by the State of Iowa. The SBYSP provides a comprehensive "one-stop" location or center that is naturally accessible to teens—within the public school or close thereto. It is designed to help "at-risk" students by coordinating services between the community and school, including general (primary and preventive) health, mental health, and employment and training services. Other services such as tutoring and mentoring (educational), as well as those provided using a case management approach have been incorporated. The ultimate goals of the program are to enable teens to (1) complete their high school educations and (2) obtain skills that lead to employment, additional education, and a healthy, drug-free life. The program has been supported by state grants of about \$200,000 per year for each of four sites—Des Moines, Dubuque, Marshalltown, and South Tama County. In 1991-92, SBYSP services were provided to 4,225 youth. (See Appendix A for project synopses, the SBYSP Adoption Guide "School-Based Youth Services Programs: Suggestions for Developing Local Programs" (Morley, 1993), and the SBYSP year-end report (Veale, 1993a and Morley & Veale, 1993) for more detailed information about the SBYSP.)

Collection, Management, and Analysis of Data

Although this program has been data-driven from its inception, with a strong assessment and evaluation component, the database was not fully computerized until 1991-92. In the spring of 1991, one of the SBYSP site project managers, Cyndy Erickson, shared with the state project director, research/evaluation consultant, and SBYSP site project managers the database system she had developed and applied in her program using the software *FileMaker Pro* (Claris Corporation), on a Macintosh computer. This system was used to record the numbers of service contacts in each area and subarea (e.g., employment/training and work experience), individual student outcomes (e.g., GPA and attendance), as well as background information on each student or youth. This advance in the SBYSP Database Management System (SBYSP-DBMS) has made the job of monitoring participants' progress in the SBYSP, as well as the year-end evaluation of the program much easier—and it has provided the technological basis for conducting the research for the FINE Foundation, that is the subject of this summary report (Veale, 1993b).

Additionally, survey instruments had to be developed and refined. These included an instrument for assessing student and parent *perceptions* of student improvement and attainment, customer satisfaction with the program, and a follow-up interview form for graduates. In addition, year-end evaluation forms for assessing school outcomes (e.g., dropout rates) and process outcomes (e.g., family/parent involvement with the SBYSP) were developed and refined. The surveys for assessing student and parent perceptions of student improvement and attainment, along with customer satisfaction—the "student outcomes"

instrument—were distributed to each SBYSP site project manager to administer in the spring of 1992.

The data from these questionnaires and interviews and the information from the SBYSP-DBMS were all analyzed using statistical software available to the author and research/evaluation consultant, including *WinSTAR* (Anderson-Bell Corporation) written for PCs with MS-Windows platforms, and *Number Cruncher* (NCSS) for PCs with MS-DOS. The utility program *Apple File Exchange* (Apple Computer, Inc.) was used to convert the data on the selected fields from the SBYSP-DBMS on the Macintosh to Intel-compatible input media (high density floppy disk), for analysis using the aforementioned statistics packages on a 486 PC. Focus groups were conducted to generate in-depth, qualitative information on students in one of the sites in a pilot study. Case studies of individual students and families were also generated. Year-end report forms were used to generate school and program data. Thus, the mechanisms used to monitor and evaluate the SBYSP include the following:

- the SBYSP-DBMS (computerized database)
- survey instruments/interview forms
- year-end evaluation forms
- statistics packages
- focus groups/case studies

These mechanisms provided data for testing a variety of hypotheses concerning relationships between program factors (type and frequency of contact with the SBYSP) and student outcomes, including the following: attendance and GPA improvement; retention (staying in school); re-enrollment; student and parent perception of the student's improvement/attainment in health, mental health, social health, employability, and education; customer satisfaction; and graduates' responses to questions regarding post-secondary education and employment. In addition, the hypothesis of no differences in customer satisfaction over SBYSP sites was tested, the focus groups and case studies were used to provide educational/behavioral/social "pictures" of program impact on students, and data on the impact of the introduction of an alternative school in one of the SBYSP sites was investigated.

The FINE Research Project Objectives

Six objectives were posed in the proposal for the FINE Foundation research grant (Morley & Veale, 1992), as follows:

1. Refine the SBYSP-DBMS, now called Efficient Accounting of Services to Youth or "E.A.S.Y."
2. Develop a manual on how to use the SBYSP-DBMS or E.A.S.Y.
3. Develop or refine the evaluation instruments
4. Assess the relationships between student outcomes and program factors
5. Obtain "educational/behavioral/social pictures" of students and families of the SBYSP—the *human dimension*
6. Assess the effect of the introduction of an alternative school on educational outcomes of the SBYSP

Objective 1 included adding major categories for substance abuse and education (school-related)

services, streamlining the data entry process, eliminating unnecessary layouts and improving others, proper identification of records with incomplete data in fields used to compute outcomes (GPA and absence from school), and increased consistency in definitions.

Two areas of concern with the system as it presently exists are

- lack of consistency across SBYSP sites in what constitutes a service "contact"
- the lack of an assessment of the degree to which each participant is "at risk"

A partial solution to the first concern is to analyze the data *within* each SBYSP site. An approach to the second concern is to use the specific criteria for identification of at-risk students in the Iowa Department of Education's Guidelines for Serving At-Risk Student (1992). If none of these criteria are present in a youth, he/she is classified as having no risk; if one to three of the criteria are present, he/she is classified as low risk; if four or more of the criteria are met, the youth is classified as high risk. This is being incorporated in the SBYSP-DBMS in 1993-94.

Objective 2 was accomplished by the development of the manual *E.A.S.Y. Does It! Efficient Accounting of Services to Youth: A Database Management System Designed for School-Based Youth Services Programs*, by Cyndy Erickson (1993). *E.A.S.Y. Does It!* is an easy-to-use guide to the database management system of the SBYSP, which is based on the Macintosh database software *FileMaker Pro*, by Claris Corporation.

Objective 3 involved the review of the items used in the instruments for assessing student outcomes and customer satisfaction in 1991-92 by the SBYSP site coordinators, the interagency committee members, the Project Director, and the research/evaluation consultant; the computation of item-remainder and item-total correlations to assess the internal consistency of the instruments and identify poorly performing items; the computation of coefficient alpha for each sub-instrument to assess their internal consistency reliability, and a discussion of the content validity of the instrument.

Objective 4 was broken into three subobjectives: (a) population data from the SBYSP-DBMS (GPA, absence from school, dropping out, and re-enrolling), (b) survey data (self-assessments and parent assessments of outcomes in general health, mental health, social health, employment/training/productivity, and education of students), and (c) follow-up interview data (employment and post-secondary education of graduates). The relationships of these outcomes to program factors (magnitude of involvement in the SBYSP service areas) and demographic characteristics (gender, race, etc.) were statistically analyzed.

Objective 5 involved case studies and focus groups. The case studies consisted of "success stories" of students and families who participated in the SBYSP in 1991-92 in the four demonstration sites—Des Moines, Dubuque, Marshalltown, and South Tama County. The focus groups were held only in Des Moines, with a separate focus group for each grade level (elementary, middle, and high school).

Objective 6 was addressed by interviewing the coordinator of the alternative school EXCEL in Marshalltown and analyzing data on its operation and outcomes during its first two years (1991-92 and 1992-93).

Objectives 1 and 3-6 are discussed in more detail in the comprehensive narrative (Veale, 1993b) and Objective 2 is covered in the user's manual for E.A.S.Y. (Erickson, 1993). A brief summary of the results of Objectives 3-6 follow.

Item Analysis, Reliability, and Validity of the Student Outcomes and Customer Satisfaction Survey Instruments used in the SBYSP in 1991-92 (Objective 3)

The process of monitoring and evaluating the SBYSP is facilitated by the use of survey instruments for assessing (a) student outcomes (student and parent *perceptions* of student attainment and improvement), (b) customer satisfaction with the SBYSP (student and parent assessment), (c) graduate follow-up interview form, and (d) the year-end report forms. The detailed customer satisfaction survey was used in the first year of the program (1990-91) and then replaced with a shorter, diagnostic version. The other instruments—student outcomes, customer satisfaction (short version), graduate follow-up, and the year-end report forms—were applied in the SBYSP in 1991-92 and/or 1992-93.

Matches between outcome areas and the multiple-choice items in Section 1 of the instrument (see Appendix B, the high school version), were developed by the author and Dr. Raymond Morley, the SBYSP state project director. These are presented in Table 1. Note that some items appear in more than one outcome area. Although this is not generally recommended (e.g., Spector, 1992), given the stage of the development of these subscales, it was considered better to include potentially important items in each outcome area at some risk of ambiguity in later inferences, than to exclude a potentially good item.

Table 1: Match between outcome area and items in student outcomes instrument

Outcome Area	Items ^a
General health (including substance abuse)	1, 7, 8, 9, 24, 27, 31
Mental health	5, 14, 17, 25, 26, 30
Social health	6, 14, 15, 16, 23, 26
Employment/training/productivity	10 ^b , 11, 17, 18, 19, 20 ^b , 21, 22, 28, 33, 34a, 34b ^c , 35, 36 ^c
Education	2, 3, 4, 12, 13, 19, 22, 29, 32

^a See the *high school* student survey instrument (Appendix B) to view the actual items corresponding to these numbers. (The middle school student survey instrument has two fewer items (numbers 10 and 20) and thus, its items do not correspond to those in the above table.)

^b These items were not included in the analyses, since many middle school students did not have jobs.

^c These items were not included in the analyses, since they are items answered conditionally upon certain responses to other items and had low response rates

The "attainment score" on any of the items in Section 1 of the survey instruments presented in Appendixes B-E is defined to be "1" if the respondent (youth or parent) provided an improved response or indicated no change and positive, i.e., that he/she has already attained the desired outcome. For example, in Item 4 of the high school student survey, if the youth (or parent) indicated that the youth liked school "more now" (improved) or "the same as before (like it)" (no change and positive), the attainment score would be "1;" otherwise, the attainment score would be "0." The "improvement score" on an item was defined to be "2" if the youth's (parent's) response indicated improvement, "1" if her/his

response indicated no change (either positive or negative), and "0" if her/his response indicated a worsening condition. For example, in Item 4 of the high school student survey, if the youth indicated that he/she liked school "more now," the improvement score would be "2;" if he/she responded "the same as before ..." and either "like it" (positive) or "do NOT like it" (negative), the improvement score would be "1;" if he/she responded "less now," the improvement score would be "0." Outcome scores measuring student and parent perceptions of student attainment (improvement) in the various outcome areas, including general health; mental health; social health; employment, training, and productivity; and education were defined by taking the sum of the attainment (improvement) scores on the items corresponding to the five outcome areas in Table 1.

In order to obtain the number of respondents required to conduct factor analysis, item analysis, and reliability/validity, the high school, middle school, and dropout/alternative school samples were pooled, yielding a total of 223 records (99 high school, 106 middle school, and 18 dropout/alternative school students). Item analyses were conducted utilizing the following statistics on each item: mean (proportion attaining the outcome), item-remainder correlation, R^2 with other items, and item-deleted coefficient alpha (Cronbach's coefficient alpha reliability, computed with the item deleted). Items for which the item-remainder correlation was less than 0.20 were flagged for possible revision or elimination. This was done using both (1) attainment (positive response) and (2) improvement (positive change) scores, for the items within each outcome area. The results using the attainment scores indicated that the following items needed to be revised or eliminated: 1, 6, 12, 17, 23, 24, 26, and 31. The results using the improvement scores indicated that 1, 7, 9, 12, 14, 19, 23, 26, 27, and 31 needed revision or elimination.

There were 58 parent responses to the student outcomes survey (parent perceptions of their child's attainment/improvement). The parent surveys were analyzed using item-total correlations. The following items were flagged for possible revision or elimination using the attainment scores: 1, 12, and 27. Using the improvement scores, the following items were flagged: 7, 8, 9, 12, 13, 16, 17, 21, 24, 26, and 31.

All items were retained on the high school, dropout/alternative school, and parent survey instruments. The following items were revised on those instruments: 1, 6, 9, 19, and 23. In addition, items were added to (1) assess the frequency with which the high school student, dropout/alternative school student, or middle school student is engaging in sexual activity and (2) assess the type of (a) health activities and (b) employment and training activities that have helped the student to do better in school. The other flagged items were unchanged in the high school, dropout/alternative school, and parent survey instruments. Items 18, 19, 20, 32a, and 32b were no longer considered appropriate or critical for the middle school survey and were deleted from it. The directions for the multiple-choice section (Section 1) of the instrument were clarified. The items with low item-remainder correlation (and others) that remained were considered essential for measuring critical outcomes for SBYSP participants.

Coefficient alpha was calculated for the collections of items corresponding to the five outcome areas—general (primary and preventative) health, mental health, social health, education, and employment/training/productivity—as well as the ten customer satisfaction items (Cronbach, 1951). The results for the five outcome areas are presented in Table 2. According to a well-accepted rule of thumb

given by Nunnally (1978), coefficient alpha should be at least 0.7 for a scale to provide internal consistency reliability. None of these values meet this benchmark value. To some extent, this may be due to the fact that this instrument has some of the characteristics of a "criterion-referenced" test. In such tests, the "item difficulties" (estimated by the proportion answering correctly or in the preferred manner) tend to be low (proportions close to 1) and variability among individuals also tends to be low, driving down the value of coefficient alpha. In such instruments, classical measures of instrument reliability may not be appropriate. As Mehrens and Lehman (1984) state: "Excessive emphasis should not be placed on (classical reliability estimates) in judging the technical adequacy of (criterion-referenced test) scores."

Table 2: Coefficient alpha for the five student outcomes areas: (i) attainment scores and (ii) improvement scores

Outcome Area	Coefficient Alpha	
	Attainment Scores	Improvement Scores
General health	0.459	0.326
Mental health	0.472	0.537
Social health	0.439	0.467
Education	0.623	0.541
Employment/training/productivity	0.602	0.674

Alternatively, one might argue that the classical estimates may still be used, but with more liberal benchmarks. For example, if a 0.6 benchmark was used, two of the five outcome area instruments or "sub-instruments"—those of education and employment/training/productivity—would have adequate reliability for assessing attainment. An additional factor is the number of items in each of these outcome area sub-instruments. The three outcome area sub-instruments with lower alpha values have fewer items than the two with alpha values exceeding 0.6. The general health instrument has seven items, while the mental health and social health instruments have just six items each. One approach would be to increase the number of items in these instruments. (One item was added to the general health outcome area in 1992-93.)

Another estimate of the reliability of the student outcomes instrument, as a whole, is the correlation between the students' assessment of their attainment and the parents' assessment of the attainment of their children, who are in the SBYSP. This is a type of "inter-rater" or scorer reliability. Actually, the individual scores (students and parents) cannot be correlated since, due to the requirement of anonymity, we do not know which student responses are associated with which of the parent responses. Thus, *group* "scores" were used, namely (i) the students' and (ii) the parents' percents of positive responses to the items. These percents were correlated over the 37 items in the 1991-92 instrument (Items 1-36, including 34a and 34b), yielding a correlation of 0.78. (See Figure 1.) The student and parent percents attainment are in fairly good agreement, as illustrated in Figure 1 by the closeness of the bars. The correlation in the 1990-91

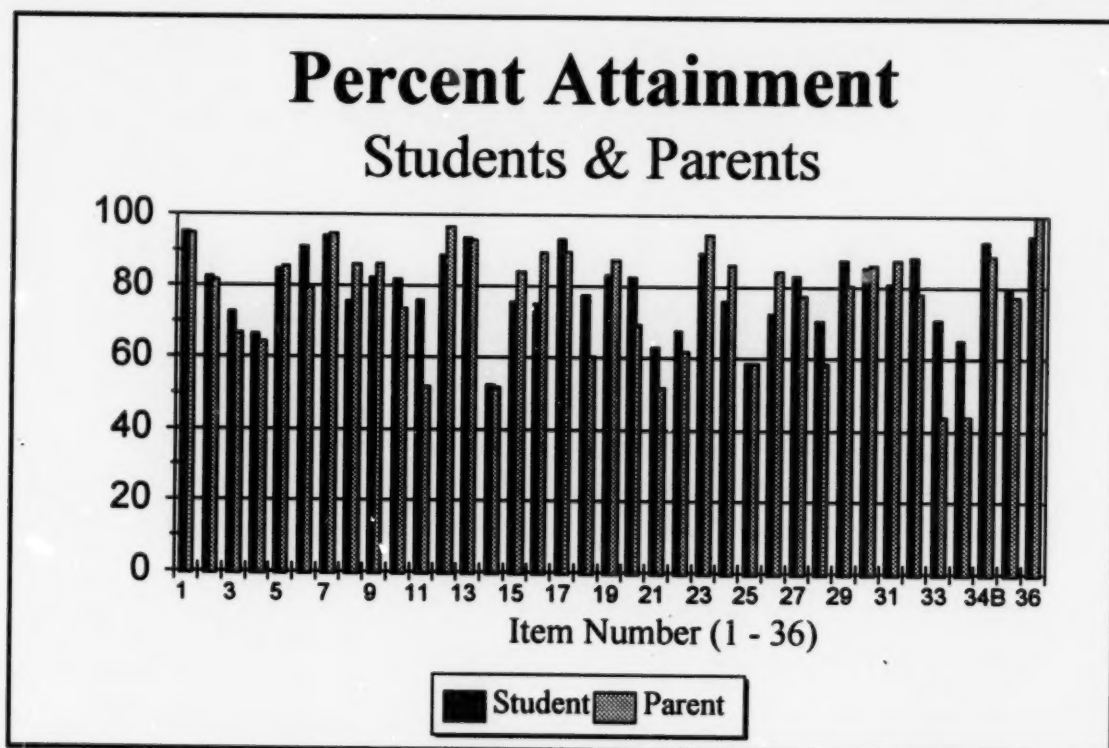


Figure 1: Percent attainment by students and parents on the SBYSP student outcomes survey items.

instrument was 0.58 (Veale, 1992). Both of these coefficients are highly significant ($P < .01$). The fact that the coefficient was larger in the 1991-92 instrument indicates that the revisions made in the student outcomes instrument were probably appropriate.

The student outcomes were developed in a meeting with the state program director, the site project managers, and the author and research/consultant. In addition, the agency representatives have provided input into the student outcomes to be assessed. The format of the items has evolved from Likert scale to diagnostic multiple-choice, which provided measures of improvement *and* attainment. Similarly, the customer satisfaction outcomes were obtained through a joint effort of the state program director, the site managers, the agency representatives, and the author and research/consultant for the SBYSP.

According to Mehrens & Lehman (1984), content validity is determined by "a thorough inspection of the items" whereby "each item is judged on whether or not it represents the specified domain." It is typically a subjective concept and does not yield a numerical value. The process used to develop the student outcomes and customer satisfaction instruments, involved the state program director, the site project managers, and the agency representatives. It consisted of (1) development of specific outcomes to be assessed, (2) organization of these specific outcomes into more general "outcome areas" (e.g., health, mental health, education, etc.), and (3) continuous evaluation of the items developed to measure these outcome areas—all by the SBYSP project team. Such input from *those who are intimately connected with*

the participants to be assessed, combined with the evaluation by them of the instruments developed from this input, should insure that these instruments have content validity (Dr. Dale Foreman, Test Development/Measurement Consultant, personal communication, July, 1993).

Relationships between Student Outcomes and Program Factors (Objective 4)

The relationships between student outcomes (GPA, attendance, student and parent perceptions of student attainment or improvement, etc.) and program factors (magnitude of contact with the SBYSP in the various service areas) were studied using various statistical tools, such as multiple regression and the Pearson chi-square. The first part deals with information available from the SBYSP-DBMS—GPA, attendance, dropout, re-enrollment, along with the program and demographic information on the SBYSP population of participants.

Information from the SBYSP-DBMS on Student Outcomes

1. GPA Improvement with Program and Demographic Factors

Two out of the four sites—Marshalltown and South Tama County—had statistically significant and positive mean gains in their students' GPA from 1990-91 to 1991-92. South Tama County had the most impressive gains, with a mean of 0.133 and a median of 0.165. The mean gain is about 0.27 standard deviations in South Tama County, a measure of the "size" of the effect.

Box plots indicated that GPA was approximately normally distributed, but the number of contacts in each service area—the program input variables—were positively skewed with many extreme outliers. Taking logarithms of these counts resulted in more normally distributed quantities (Veale, 1993b). These log counts were used in nearly all the analyses relating student outcomes to program inputs and demographic variables.

Multiple regression was used to analyze these relationships. The results of these analyses are summarized in Table 3. Only variables that were significant at the .05 level are included. (The .20 level was used for inclusion in the stepwise solution.) In the tables that follow, P-values less than .05 (*) indicate statistical significance, P-values less than .01 (**) indicate a high degree of statistical significance, and P-values less than .001 (***) signify a very high degree of statistical significance. The standardized regression coefficients or beta weights ("b(standardized)") and t-values are also presented.

As expected, the participant's GPA in 1991-92 (GPA92) is positively and significantly related to her/his GPA in 1990-91 (GPA91), in all four sites. The magnitude of mental health services, education services, and case management contacts are negatively related to GPA92 in the Dubuque, Marshalltown, and South Tama County SBYSPs, respectively. In the South Tama County SBYSP, the magnitude of education services (mentoring, tutoring, peer helpers, GED preparation, conflict management, etc.) is positively related to GPA92 (P=.000)—greater magnitudes of contact are associated with higher GPAs. Gender effects were evident in all but the Des Moines site and race effects were found in the Marshalltown and South Tama County sites.

Negative effects of the magnitude of contact with services provided by the SBYSP on GPA might have been predicted—youths who access more services in health, mental health, case management, and education are probably those who are likely to be experiencing difficulties such as worsening grades in school. The significant and positive relationship between the magnitude of education contacts and GPA in the South Tama County SBYSP was in marked contrast to these anticipated results.

Table 3: Results of multiple regression analyses for GPA in each SBYSP site.

SBYSP Site	Variables	b(standardized)	t-value	P-value
Des Moines	GPA91	0.825	18.32	.000***
Dubuque	GPA91	0.753	30.08	.000***
	GRADE	-0.079	-2.53	.011*
	GENDER	0.073	3.05	.002***
	MENTAL HEALTH	-0.055	-2.38	.018*
Marshalltown	GPA91	0.813	38.96	.000***
	GENDER	0.042	2.05	.040*
	RACE	0.056	2.80	.005**
	EDUCATION	-0.061	-2.96	.003**
South Tama County	GPA91	0.680	18.29	.000***
	GENDER	0.078	2.37	.018*
	RACE	0.203	6.20	.000***
	CASE MANAGEMENT	-0.073	-2.28	.022*
	EDUCATION	0.133	3.83	.000***

2. Attendance Improvement with Program and Demographic Factors

Similar results were obtained for attendance, as measured by the number of days absent from school. The Marshalltown and South Tama County SBYSPs had statistically significant positive gains in attendance (reduction in absence), while the Des Moines SBYSP experienced a statistically significant negative gain. Upon further analysis in the Des Moines program, it was shown that elementary participants had a statistically significant *positive* gain in attendance, while middle and high school participants had statistically significant *negative* gains therein. The result in the Des Moines SBYSP tended to support early intervention through a "family-centered" approach.

[Note: The Des Moines SBYSP is serving a very high risk population, as evidenced by the fact that 34% of their students served participated in the free or reduced lunch program. In addition, this site had the highest percentage of students classified as educationally disabled (Veale, 1993a).]

Unlike GPA, absence is a count variable and is *not* normally distributed. Box plots indicated that taking logarithms of the number of days absent from school produces normal (or near normal) distributions. Logarithms of days absent in 1990-91 and 1991-92 (LOGABS91 and LOGABS92) were used to measure the attendance of youths. The results of the regression analyses for LOGABS92 on

LOGABS91, magnitude and type of services provided, and demographic variables are presented in Table 4. (The notation and conventions used in this table are the same as in Table 3.)

Table 4: Results of multiple regression analyses for attendance in each SBYSP site.

SBYSP Site	Variables	b(standardized)	t-value	P-value
Des Moines	LOGABS91	0.559	13.78	.000***
	GRADE	0.197	4.53	.000***
	LOWSES	0.097	2.20	.028*
	HEALTH	0.087	2.11	.035*
	OTHER	0.099	2.43	.015*
Dubuque	LOGABS91	0.497	12.31	.000***
	CASE MANAGEMENT	0.153	2.73	.006**
	EDUCATION	0.137	2.54	.011*
Marshalltown	LOGABS91	0.543	18.02	.000***
	GENDER	-0.073	-2.44	.015*
	EDUCATION	0.088	2.79	.005**
	OTHER	0.120	3.94	.000***
South Tama County	LOGABS91	0.449	13.62	.000***
	GRADE	-0.081	-2.03	.043*
	EDUCATIONAL DISABILITY	-0.079	-2.38	.017*
	RACE	-0.154	-4.67	.000***
	CASE MANAGEMENT	0.113	2.89	.004**
	EDUCATION	-0.112	-3.00	.003**

One must be especially careful interpreting the figures in Table 4. Since attendance is measured *negatively*, in terms of the "log" (logarithm) of days absent, it is negative relationships (negative t-values) that indicate positive effects on the attendance outcome. As with GPA, the only program input that produced such a positive effect was education services in the South Tama County site. This may be due,

in part, to an attendance policy introduced in that site's high school in 1991-92. This policy also undoubtedly contributed to the result indicating a reduction in days absent in higher grade levels (Veale, 1993b) and may have indirectly contributed to the positive relationship between GPA and education contacts.

3. Dropping Out of School and Re-enrollment with Program and Demographic Factors

Dropping out of school was measured dichotomously as one of two values—"1" if the student dropped out in 1991-92 (and did not re-enroll) and "0" otherwise. A two-stage method of analysis was used: (1) stepwise multiple regression to select a smaller set of variables and (2) "step up" logistic regression to calculate the final parameter estimates and tests of significance on the selected variables (Hintze, 1992 and Veale, 1993b). The only program input variable that was significant in terms of *reducing* the likelihood of an SBYSP youth dropping out of school was the log of the number of health contacts in the Dubuque SBYSP. However, inconsistencies in the database with the dropout and related fields in this SBYSP site called into question the veracity of this result (Veale, 1993b).

The same two-stage analysis method was used on the dichotomous outcome of re-enrolling in school, measured by "1" if the student re-enrolled and "0" otherwise. A number of program input variables were positively related to the re-enrollment outcome, in all SBYSP sites. The availability of services may have, in some cases, attracted the youth back into the educational system. A perhaps equally plausible explanation of these correlations between program inputs and the re-enrollment outcome is that, once the youth re-enrolled, the SBYSP staff increased services to her/him since re-enrollees are considered to be especially "at risk." In any case, the overall impact of the SBYSP, once the youth re-enrolled, was a positive one—*of those re-enrolling in 1991-92, 75% stayed in school and completed the school year. A 75% success rate among those who had already dropped out of school at least once may be considered a strong indication of the effectiveness of this program in encouraging students to stay in school.*

Sample Data from Student Surveys on Perceived Student Attainment

The combined student outcomes/customer satisfaction surveys were administered to students (elementary, middle school, high school, and dropouts/alternative school students) and to parents in the spring of 1992 by the site project managers. The follow-up interviews of the SBYSP graduates were conducted during winter and spring of 1993. The actual sample sizes (N) in each population sampled with each instrument are presented in Table 5. These survey instruments are presented in Appendixes B-F.

[*Note:* For survey data collection, a systematic random sampling method was recommended, but was probably not followed exactly in most sites. Regarding the graduate follow-up interview, the project managers were asked to reach as many of their graduates from 1991-92 as possible. The results of statistical tests conducted on these data should, therefore, be considered *plausibility indicators of effects*, rather than definitive statistical inferences about the population of SBYSP participants. Since the main focus of the survey component was instrument development and refinement, this was not considered a serious limitation.]

Table 5: Survey instruments, populations surveyed or interviewed, and actual sample sizes

Instrument	Population Sampled	Actual Sample Size (N)
Student outcomes survey (including customer satisfaction items)		
A. Elementary school	Elementary students	34
B. Middle school	Middle school students	106
C. High school/Dropout/Alternative school	High school students	99
	Dropouts and alternative school students	18
D. Parent	Parents	58
Graduate follow-up interview	1992 SBYSP graduates	84

1. Student Perceptions of their Attainment with Program and Demographic Factors

The students' perceptions of their attainment in the various outcome areas as measured by their responses to the items on the student outcomes instrument were related to program factors (number of contacts in the SBYSP service areas) and demographic variables. The attainment scores for the five major outcome areas are denoted GHEALTH (general health), MHEALTH (mental health), SHEALTH (social health), ETP (employment/training/productivity), and EDUC (education). In addition, the attainment scores on the three substance abuse items in the general health sub-instrument were used to produce the score for that area, denoted SUBSABUSE. These six outcome scores were regressed on the demographic variables AGE (in years), SEX (female=0, male=1), and ETHNIC (non-Caucasian=0, Caucasian=1) and on the program variables HEALTH, MENTAL HEALTH, EMPLOYMENT/TRAINING, CASE MANAGEMENT, EDUCATION, and OTHER, defined earlier. The statistics and survey data management package *WinSTAR* (Anderson-Bell Corporation) was used to conduct these analyses.

The results of the regression analyses on the six outcome variables measuring student perception of attainment in the outcome areas are summarized in Table 6. In this table and in Table 7 (analyses of parents' perceptions of student attainment), the 0.10 level of significance—referred to as "mild" or "marginal" significance—was used rather than the .05 level used in the analyses of the SBYSP-DBMS data. This more liberal statistical criterion was used since the sample size for the survey data was considerably smaller than the size of the database (the number of records therein). This will allow for greater flexibility in assessing the "degree of belief" in the significance of the program inputs and demographic variables as predictors of student attainment scores. Otherwise, the notation and conventions used in these tables are the same as those of Tables 3 and 4.

The number of educational contacts was significantly ($P<.05$) and negatively related to the students' assessment of their attainment in general health. Interestingly, the number of general health contacts had a marginally significant ($P<.10$) and negative effect on students' assessment of their educational attainment. Students who need many health services may be those most at-risk educationally and, thus, produce low self-assessments of their educational attainment. Students who need many educational services may also be at-risk in terms of general health and, thus, exhibit low self-assessments of their health attainment. None of the explanatory variables entered the stepwise regression solution for the mental health outcome score. In the social health outcome, only EDUCATION was marginally significant ($P<.10$) and its effect was negative. Students who use more educational services tend to score low in social health.

Table 6: Regression of scores measuring student perception of attainment with demographic and program factors

Outcome Area Score	Independent Variables Entered by the Stepwise Regression	b (standardized)	P-value
GHEALTH	EDUCATION	-0.142	.041*
MHEALTH	- ^a	-	-
SHEALTH	EDUCATION	-0.130	.061
ETP	EMPLOYMENT/TRAINING	0.195	.009**
EDUC	HEALTH	-0.131	.075
	EMPLOYMENT/TRAINING	0.127	.084
SUBSABUSE	AGE	-0.176	.011*

^a No variables entered ($P>.20$).

The result for the employment/training/productivity outcome score was as might have been predicted—a highly significant ($P<.01$) and positive effect of involvement in employment and training services. This indicates that students who are more involved in employment and training services through SBYSP see themselves as more employable, better trained, and more productive. This also provides some evidence of construct validity for the employment/training/productivity items in the student outcomes instrument. (See Figure 2 for the graph, including the actual data points, regression line, and 95% confidence limits for the mean, illustrating this highly significant relationship.)

Students' self-assessed educational attainment was marginally ($P<.10$) and positively related to the number of employment and training contacts (in addition to the marginally significant and negative relationship with health contacts). Thus, students who were more involved in employment and training services saw themselves as better off educationally. Finally, the scores based on the substance abuse items

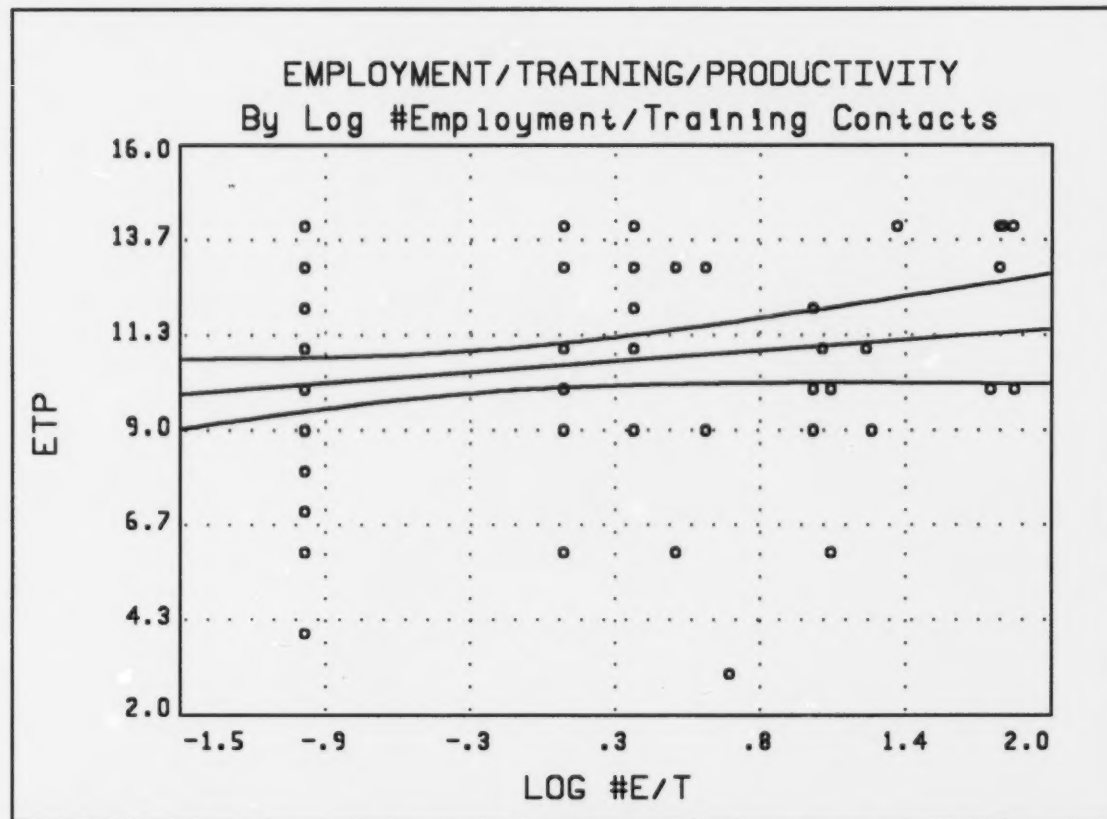


Figure 2: Relationship between (a) students' self-assessed attainment in employment, training, and productivity (ETP) and (b) log of the number of contacts in employment/training (LOG# E/T).

were, not surprisingly, negatively and significantly ($P < .05$) related to age—younger students do better than older ones on this outcome. No program outcomes variables entered the stepwise solution for the substance abuse outcome.

2. Parent Perceptions of Student Attainment with Program and Demographic Factors

Parents of children who had participated in the SBYSP were also surveyed. Some of these parents were also receiving services, e.g., in the areas of case management or employment and training. The parents' perceptions of the students' attainment in the various outcome areas as measured by their responses to the items on the student outcomes instrument were related to program factors (number of contacts in the SBYSP service areas) and demographic variables. The variables used in the previous section for student perceptions were also used for parent perceptions. The same acronyms were used. Keep in mind that these are outcome scores derived from parents' assessments of their children. Also, the demographic data (AGE, GENDER, and ETHNIC) refer to the *parent*, while the program data (HEALTH, MENTAL HEALTH, etc.) refer to the *student* (child). Finally, the square root transformation does a better job of "normalizing" the data on the number of case management contacts in the parent survey data. Thus, the square root of the number of case management contacts was used in these analyses, while the log of

the number of contacts was used in each of the other service areas. The statistics and survey data management package *WinSTAR* (Anderson-Bell Corporation) was used to conduct these analyses.

The results of the regression analyses on the six outcome variables measuring parent perception of student attainment in the outcome areas are summarized in Table 7. None of the program variables were marginally significant in effectuating parents' assessments of the attainment of students' health, mental health, or social health outcomes.

Table 7: Regression of scores measuring parent perception of student attainment with demographic and program factors

Outcome Area Score	Independent Variables Entered by the Stepwise Regression	b (standardized)	P-value
GHEALTH	SEX	0.305	.034*
	ETHNIC	0.705	.042*
MHEALTH	- ^a	-	-
SHEALTH	ETHNIC	0.249	.099
ETP	EMPLOYMENT/TRAINING	0.562	.001**
	HEALTH	0.394	.018*
EDUC	EDUCATION	0.294	.074
	CASE MANAGEMENT	-0.345	.030*
SUBSABUSE	SEX	-0.266	.071

^a No variables entered ($P > .20$).

The number of contacts the student had in the health service area had a significant ($P < .05$) and positive effect on parents' assessment of student attainment in employment, training, and productivity (ETP). The number of contacts in the employment and training service area was highly significant ($P < .01$) and correlated positively with ETP. For the parents' assessment of student attainment in education (EDUC), the magnitude of contact by the student in the education service area (EDUCATION) had a marginally significant ($P < .10$) and positive effect, while the magnitude of student contact in case management services (CASE MANAGEMENT) had a statistically significant ($P < .05$) and negative effect. Thus, the number of education contacts with the SBYSP is positively correlated with the parent's assessment of their child's attainment in education, whereas the number of case management contacts is negatively associated therewith. No program factors appear to influence parents' assessment of the students' attainment in the area of substance abuse. (The correlations between EMPLOYMENT/TRAINING and ETP and between EDUCATION and EDUC were as anticipated and provide an additional measure of construct validity for these sub-instruments.)

In addition to attainment scores, improvement scores were analyzed. Item analyses indicated that the improvement score scale was weak, with low coefficient alphas and several items with extremely low item-sub-instrument correlations. (See Veale (1993b) for more details on the improvement scores.)

3. Customer Satisfaction with Program and Demographic Factors

The relationship between the student responses to the customer satisfaction items (Section 3 of student outcomes survey instruments presented in Appendixes B-E) and their magnitude of involvement in the SBYSP (program factors) was investigated using (a) the favorable and unfavorable responses to each of the items and (b) the total number of contacts with the SBYSP, recoded into two categories—"low" and "high." The "low" category was defined to be 0 to 49 contacts with the SBYSP; the "high" category was defined to be 50 or more contacts with the SBYSP. (The value "49" was the mean of the total SBYSP contacts, "rounded up.") Pearson chi-squares were computed for each of the 2 x 2 tables generated. None of the chi-squares were marginally significant ($P > .10$). The apparent reason was the high levels of satisfaction in *both* the low and high contact groups.

Only 39 respondents answered all ten of the multiple-choice customer satisfaction items. This represents only 17.5% of the pooled sample of middle school, high school, and dropout/alternative school students responding to the survey. It was the judgement of the researcher that multiple regression analyses on the total customer satisfaction scores should, therefore, not be conducted.

Three of the ethnic breakdowns of the favorable and unfavorable responses were statistically significant ($P < .05$)—Items 1 ("Understanding my feelings"), 4 ("Room in which services were provided"), and 8 ("Helpfulness of staff person"), while another yielded marginal significance ($P < .10$)—Item 5 ("Caring for my interests"). In all of these items, Caucasians and blacks had higher percents favorable than Native American Indians and "other" (Hispanics, Asian-Americans, and those of unknown race). The percents responding favorably to Item 8, broken down by ethnic group, are presented in Figure 3. None of the gender breakdowns of the favorable and unfavorable responses (combining over the specific diagnostic responses) yielded marginal significance ($P > .10$). Thus, males and females responded more or less equally to the customer satisfaction items in terms of the percentage who were satisfied.

Graduate Follow-up Data on Employment and Post-Secondary Education

Telephone interviews of 1992 SBYSP graduates were conducted during the spring of 1993 by staff and volunteers in the four site. The form used for these interviews is presented in Appendix F. This process yielded 84 responses out of a population of about 385 graduates, or about 22%.

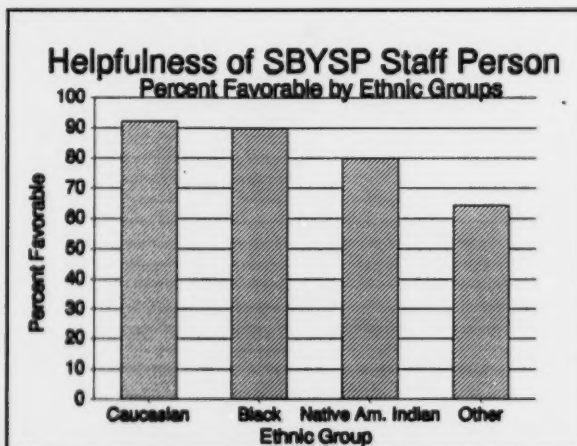


Figure 3: Percent responding favorably to Customer Satisfaction Item 8, by ethnic groups.

The graduate interview form did not yield the actual number of contacts in each of the service areas; rather, the interviewer or site data manager simply wrote in whether the graduate had been provided any services in each area. Moreover, demographic information was not collected. The information on whether the graduate had contact or did not have contact with the SBYSP in health, mental health, employment and training, case management, and education was used to conduct analyses of the relationships of each of these categorical variables with employment. For analyzing graduate employment, the two independent variables of interest are contacts in areas of (1) employment and training services and (2) education services. It might be hypothesized that the graduate's type or level of employment is related to their involvement in the employment and training services area (work experience, work exploration, etc.) and to their involvement in educational services (tutoring, mentoring, etc.).

Pearson chi-squares were computed for the crosstabulation of type or level of employment and (1) employment and training contacts in the SBYSP and (2) education contacts. The employment and training contacts are defined by EMPTRN, as follows:

EMPTRN = 1, if the graduate had *at least one* educational contact with the SBYSP
= 0, otherwise

The education contact variable (EDUCTN) is defined similarly. The variable EMPLOYMENT is defined as follows:

EMPLOYMENT = 1, if the graduate is full-time employed
= 2, if the graduate is part-time employed
= 3, if the graduate is self-employed
= 4, if the graduate is in the military
= 5, if the graduate is in a college or university
= 6, if the graduate is a homemaker
= 7, if the graduate is unemployed (not incarcerated)
= 8, if the graduate is incarcerated

[Note: The numbers 1-8 are used only as identifiers. Numbers were required since the statistics package used for the graduate data, *Number Cruncher* (NCSS), accepts only numeric data.]

The Pearson chi-square for the crosstabulation of the primary independent variable of interest, contact in the employment and training service area in the SBYSP, with EMPLOYMENT was not marginally significant ($P > .10$). On the other hand, the Pearson chi-square for the crosstabulation of EMPLOYMENT and EDUCTN was marginally significant ($P = .069$). The major differences in EMPLOYMENT were (1) 44.0% of those having at least one education service contact were full-time employed, compared with 26.5% for those having no education service contacts in the SBYSP, (2) 24.0% of those having at least one education service contact were part-time employed, compared with 14.7% for those having no education service contacts in the program, and (3) 16.0% of those having at least one education service contact were attending a college or university, compared with 29.4% for those having no education service contacts in the SBYSP. Thus, those with education service contact with the SBYSP tended to be more likely to be full- and part-time employed, but tended to be less likely to be attending a college or university.

Graduate involvement in post-secondary education (POSTSEC) was defined as follows:

POSTSEC = 1, if the graduate was attending a college or university or enrolled in a training program
= 0, otherwise

This information was derived from the employment data and from additional comments made by the student (or in some cases, by the parent, if the student was not available), since there were no questions that dealt specifically with post-secondary education on the graduate follow-up interview form. If the graduate indicated that he/she was attending a college or university in response to the employment question or if the graduate indicated that he/she was attending a college, university, or training program (including on-the-job training) in addition to being full- or part-time employed, the value "1" was assigned to POSTSEC; otherwise, the value "0" was assigned.

Pearson chi-squares were computed for the crosstabulation of POSTSEC with (1) education service contact (EDUCTN) and (2) employment and training service contact (EMPTRN). The chi-square for POSTSEC and EDUCTN was nearly marginally significant ($P=.109$), with 52.9% of those having no education service contacts going on to post-secondary education (college or university) as compared with 32.0% for those with one or more education contacts. Those who obtain education services from the SBYSP are probably among the most at-risk educationally. Thus, it is not surprising that fewer of them go on to post-secondary education. In fact, it may be surprising that the percentage going on to post-secondary among this group is as high as 32%. The overall percentage of SBYSP high school graduates involved in some post-secondary education or training was 44.0%. These figures may be compared with the estimate based on interviews with over 200 alternative school graduates in Iowa sampled in 1990, where 45% indicated that they had completed some post-secondary education or training (Veale, 1990). Contact with the SBYSP employment and training service component was not significantly related to post-secondary education involvement ($P>.10$).

One additional crosstabulation was conducted—post-secondary education and SBYSP site. The Pearson chi-square was marginally significant ($P=.053$). In the South Tama County SBYSP, 71.4% of the graduates responding to the interview indicated that they were involved in post-secondary education. The other percentages involved in post-secondary education were: Des Moines, 33.3%; Dubuque, 43.3%; and Marshalltown, 31.6%. The high percentage for South Tama County may be related to their strength in the employment and training service area. Although it was not related *directly* to either employment after graduation or post-secondary education, the emphasis on vocational training (through Job Services) may be a motivating factor for post-secondary training. Additionally, their success in helping students to improve attendance and GPA significantly may be another factor leading to the pursuance of education and/or training beyond high school.

Educational/Behavioral/Social "Pictures" of Students and Families of the SBYSP (Objective 5)

The first four objectives deal almost exclusively with the collection and analysis of *quantitative* data. Exceptions include a few open-ended items in the student outcomes instruments dealing with how the students feel they have improved and what they still need to work on, as well as a question on how the SBYSP could better serve their needs. In this objective, the focus is on *qualitative* data in what I have

previously called "the human dimension" (Veale, 1992 and 1993a). Data in this dimension were obtained through (1) case studies using "success stories" supplied by the site project managers and (2) focus groups with elementary, middle school, and high school SBYSP students in the Des Moines site, held in the spring of this year.

The Human Dimension: Case Studies

The following case studies, one from each SBYSP site, were selected from those submitted to the state project director as part of the year-end evaluation:

Story #1: Des Moines SBYSP

Five children, all under the age of 8, and their mother were referred to SBYSP shortly after they moved to Des Moines and were facing eviction from their apartment. While working with Broadlawns Homeless Outreach Project to locate housing for the family, SBYSP staff discovered that the mother was suffering from depression and, at times, unable to get out of bed to care for her children. It was determined that she was not able to meet her children's needs until she sought help for her own emotional needs. The children were removed from her at the end of the school year in 1991.

During the summer, the mother participated in the Day Treatment Program operated by Broadlawns Medical Center and permanent housing was located. All of the children were returned to her by the beginning of the school year. She has taken greater responsibility in ensuring that her two older children are attending school, enrolled two of the younger children in day care, and is learning to provide more nutritional meals for her children. They now live in a housing project where they have access to a variety of services and support.

Story #2: Dubuque SBYSP

"Susan" began her senior year with a GPA of 1.651 and needing to pass every one of her classes to graduate. Even though school had never been easy for Susan, this was an attainable goal, but it would require commitment on her part. She was completely sidetracked in December when her former boyfriend committed suicide in her house. Because of the trust she had developed for SBYSP personnel, Susan was in school at 9 A.M. the morning after the tragedy to receive the support and counseling she and her family needed. This all happened so close to the end of the semester, there was a great deal of concern about Susan passing all her classes. She not only passed all her classes, but also earned a 2.056 GPA for the first semester. She went on to earn a 2.603 for the second semester and raised her cumulative GPA to 1.745, sharing the Most Improved Student Award with another SBYSP participant. SBYSP provided a total of 86 interactions with Susan in three areas (employment was served by her special needs department). There was no doubt that the availability of this program was the most important factor in this young lady's graduation.

Story #3: Marshalltown SBYSP

In August of 1990 this young man was re-enrolling after dropping out the year prior. He had withdrawn from classes at the end of first semester of his 10th grade year. During that semester he missed 39 days of school. He shared that he was unable to become employable due to his age and lack of education. He added that this was complicated by a history of substance abuse problems as well as family problems. After the re-enrollment staffing, he was referred immediately for a substance abuse counselor, the mental health counselor, the JTPA work experience specialist, the Youth and Shelter services counselor for independent living, the YMCA leisure skills coordinator, and the MICA family development specialist. It should be noted that this young man spent periods of time living with his peers and in his car due to family and financial problems. However, he continued to come to school and ask for help.

In May of 1991 this student became frustrated because he did not meet the criteria of the attendance contract that would have earned him a field trip. He became angry and was about to quit school when the Caring Connection (Marshalltown SBYSP) staff intervened, held a multi-agency conference and implemented new strategies. He ended up completing his 10th grade year with a GPA of 1.66, earned 7 credits and was absent a total of 8 days.

He continued to receive support and encouragement in the summer of 1991 through cards, phone calls, and visitations with staff from the Caring Connection. He returned in the fall of 1991 as an 11th grader with a much improved attitude. One progress note from a teacher read: "(He) makes excellent contributions to class. He relates his work experiences (to) what we cover in class. He continues to interact regularly with the Caring Connection staff on a volunteer basis."

In May (1992), he attended the Risky Business Conference in Ames and delivered a speech to other students and teachers on what he had learned. At the end of his junior year, he (had) raised his GPA to 2.17, earned 13 credits and was absent a total of 8 days. He reports (that) he is living chemically free and is excited ... (about graduating) ... from high school.

Story #4: South Tama County SBYSP

We worked very intensively with a 9th grade female throughout the school year. She was initially referred to the Partnership Center (the South Tama County SBYSP) with health concerns by one of the school guidance counselors. She had not been to school for several days with a very sore throat and had not eaten in three days. She was apparently not getting better and had not been taken to the doctor. A referral was immediately made to the Public Health Nurses and AEA 6 (she is a special education student). The nurse and the social worker made a home visit, confronted the mother, and took the girl to the doctor.

A staffing was held between AEA 6, the Public Health Nurse, the Partnership Center Family-School Coordinator, the mother, and the child. As a result, a referral was made to the Mental Health Clinic for counseling for the girl's depression and for apparent delusion. Gradually, other concerns presented themselves and other providers were brought in: the Department of Human Services filed a CHINA (Children in Need of Assistance) concerning issues of neglect, lack of supervision, potential and previous sexual and physical abuse and referred the family to Families, Inc. for intensive, in-home family counseling; AEA and the Family-School Coordinator provided transportation and support to the girl; the guidance counselors hooked her up with positive peers and activities at school; the Public Health Nurse continued to monitor her health. These services took place at the Partnership Center with appointments scheduled so that she could go from one service to another during one visit. She was also given a psychiatric evaluation through the Mental Health Clinic.

This is very likely ... a child who (would have fallen) through the crack if the school and the Partnership Center had not intervened on her behalf. Although a very bright girl, she most likely would have dropped out of school. Agencies were able to quickly share information and coordinate services despite the mother's resistance. Staff were delighted when you could see this girl blossom as a result of the support and attention that she was getting. Unfortunately, the mother, who was very resistive, took her daughter, left Tama County, and moved to Marshalltown; and yet, because the girl had been adjudicated a CHINA, the Department of Human Services was able to remain involved with the family. Now, because a SBYSP exists in Marshalltown, she will continue to receive services under Marshalltown's Caring Connection. However, as a result of this case, it has become apparent that a referral process needs to be developed in order to expedite information from one SBYSP to another.

The above stories provide holistic snapshots of the SBYSP and its impact on the youth and families served. They indicate (1) a high level of collaboration and cooperation among service provider agencies, the SBYSP, and the school; (2) improvement in terms of the provision of basic needs, performance in school, and social interaction; and (3) the importance of follow-up in facilitating the youth's success. Story #4 pointed to the need for an inter-community referral process to "expedite information" and secure uninterrupted services to at-risk youth and families who move from one community with an SBYSP to another.

The Human Dimension: Focus Groups

Three focus groups were conducted in Des Moines in the spring of this year, at Moulton Elementary School, Harding Middle School, and North High School—three schools served by the SUCCESS Program, the Des Moines SBYSP. They were conducted by Dr. Lee Halverson (At-Risk Consultant at the Heartland Area Education Agency) and Ms. Cheryl Huisman (Superintendent of the United Community School District, Administrator for Futures Alternative High School in the Boone Community School District, and Coordinator of At-Risk Programs for the Boone Schools).

The groups were selected by the Des Moines project manager along with the coordinators in the

SUCCESS Program in middle and elementary schools. The groups consisted of from 4 to 6 students each, somewhat smaller groups than typically recommended (e.g., Stewart & Shamdasani, 1990). The "funnel approach" to questioning recommended by Stewart and Shamdasani (1990) was employed, beginning (as the name implies) with broad questions followed by gradually more narrow and specific ones. The format of the high school focus group, following this funnel approach, consisted of the following directions and questions, developed in collaboration with Dr. Halverson:

1. Have each of the participants introduce her/himself.
2. When did you first enter the SUCCESS Program?
3. Thinking back to when you first became involved in the SUCCESS Program, what were your feelings about getting help? What kind of help did you get?
4. Has the help you received from the SUCCESS Program staff helped you to do better in school? If so, in what ways?
5. Are you healthier now? In what ways?
6. Where would you have gone for help if there was no SUCCESS Program?
7. How have you been treated in this program?
8. If a friend of yours needed help, would you recommend the SUCCESS Program to her or him?

(The formats for the elementary and middle school were similar, but with somewhat simpler language.) The sessions were audiotaped, so that all verbal information generated in the focus groups was made available to the author. Permission was obtained from the students at the beginning of each session to tape it—"so we won't miss anything." There were no objections to the taping.

The following observations were based on notes made by the moderators of the high school (North) focus group for the SUCCESS Program and the audiotape record of the session:

1. One male student said he might not have made it through school (this year) because he "might (have been) dead"—if it had not been for the commitment and help of a SUCCESS staff person. He had family problems, had dropped out of school, was on probation, "was in the hospital for suicide," and, even after getting out of the hospital, "things just kept happening" (to him). He couldn't talk to his mother or his friends about this (suicidal feelings). This staff person went to court to get him off probation and into the SUCCESS Program. The staff person also got him back into Tae Kwon Do—a martial arts program which he had taken classes in last year. The staff person calls him at home to remind and encourage him about his homework, grades, etc. The staff person takes him out to eat when he gets a good grade. This gives this student an "extra little goal" to work for and tangible "recognition" for his work.
2. A female student admitted she had problems with her anger, had violent feelings ("I think I was crazy"), wanting to hurt others (her brother) and herself ("I would think about suicide ..."). The staff person helped her to refocus, try new things, and "take control of (her) life and ... her problems." She said that before she came to SUCCESS, she "kept (her problems) all inside" and "it fills up like a garbage bag ... then you get rid of it and it fills back up again." Now she has someone to talk to about it, adding that the SUCCESS staff are like a family and "they always have time to talk to you." Her grades and attendance have improved and she's feeling better about herself now.
3. Another female student said she hadn't been going to class and never did her homework. Since coming to SUCCESS, her grades have improved—"the best since 4th grade." She said she was feeling "kind of proud" about her progress and good about herself.
4. Another male student said he felt better, since he wasn't "waking up with any hangovers ... or trippin' either" (since coming to the SUCCESS Program). He had been using alcohol and drugs and had developed a bleeding ulcer. He completed the Harold Hughes recovery program for drugs and alcohol. His ulcer is closing up and he's feeling much better now. His grades are coming back to "where they should be." The staff person calls him at least once a week to check up on him. He indicated that he did not believe the recovery program would have, by itself, been enough to keep him off drugs and alcohol—without the involvement of the SUCCESS staff person. He said the staff person is someone

he can talk to about it. (He's too embarrassed to talk to parents about his alcoholism.) He said that the SUCCESS Program is "one of the places you can go where *each individual in there treats you with respect and dignity.*"

5. Some said they could also talk to school counselors, but that they go to them to talk about grades and classes—not about their problems (family, health, emotional, etc.). Most said that if the SUCCESS Program had not been there, they would not have had anyone to talk to about their problems.
6. Most have recommended the SUCCESS Program to others, many of whom are now accessing services.

The middle school (Harding) focus group was likewise informative and revealing. One of the boys who was just out of Foster Care, said he felt that "help is something you should not get unless you really need it." He felt that he did need help with money and clothes; SUCCESS got a job for him and donated clothes, he said. He indicated that SUCCESS helped him to "take pride" in himself, adding that the more pride he has, the better he has done in school. He said he now feels "someone really cares for me." He has "less hospitalization," since he has learned to take his medicine. In terms of getting along with other students, he said "There are some bullies . . . , but there are some mighty nice kids out there." He said that after he's been to see a SUCCESS staff person "a certain amount of times," he "could just tell this lady (the staff person) anything." This is important to him because "you've got to get your anger out of you some way." Other students in the group indicated that the SUCCESS Program helped them to get to school on time, helped them with problems at home, built up their self-confidence, and helped with grades through tutoring. They were taken on trips to places like Farley's Family Fun and Student Choices/Student Voices. (Most of these trips were conducted after school, they said.) They all agreed that they were treated well in the program.

The elementary school (Moulton) focus group was informative, albeit less revealing of actual program impact. This data collection mechanism may not be as effective for this age group. Most talked about how much fun it was! They played cards, other games like "shutes and ladders," made a kite, baked a cake, and were planning to go on a picnic. They were rewarded with "stickers" when they did well in a game or class. One day the cafeteria was decorated "like a restaurant" and students ordered their food from a menu and "paid for it with a card (not money) that showed you how much you had left." One said she used to be shy and has gotten less so, through her involvement with the SUCCESS Program. They indicated that they got help with homework—one with division, another with spelling. They were encouraged to read to the staff person. One student who said she was not a good reader before, was now reading "chapter books."

Dr. Halverson (personal communication, June, 1993) offered the following points in summation:

1. The SUCCESS Program is the main or only connection for help for these students. For many, there is no other person to whom they can go.
2. *Lives were saved* through this program—one suicide was stopped and a person's violent tendencies were mitigated.
3. The staff persons made calls and visited kids at home during the school week and in the summer. This continuous contact is important to building self-esteem and trust. In some cases, this was described as a kind of monitoring or "checking up on (them)"—contact they said they needed and appreciated.

Ms. Huisman (personal communication, July, 1993) offered the following conclusions:

1. The SUCCESS Program is not just a referral process, but provides "a personal commitment to each and every one of the students."
2. The long-term, ongoing support is critical to success, providing "continuity for completion." It's the same program for both middle and high school (and elementary). Students could, at least in theory, work with the same staff person throughout their educations.
3. The parents who sat in on the elementary focus group were comfortable with the focus group (albeit somewhat apprehensive at first) and supportive of the program. The SUCCESS Program is seen as a good tool for building rapport and an ongoing trust with the family.

The validity of the above insights is strengthened with the case study information. Together, the case studies and the focus groups provided a "picture" of a caring program staff, collaborating and cooperating service provider agencies, and participants who are making progress in school and in their lives.

The Effect of the Introduction of an Alternative School (EXCEL) on Educational Outcomes of the SBYSP (Objective 6)

The EXCEL Alternative High School ("EXcellence in Career, Education, and Life") was developed by Ms. Laura Schinnow, Coordinator, in the spring of 1991. The school is located in the Continuing Education Center of Marshalltown Community College (MCC). EXCEL is a sponsored jointly by Iowa Valley Continuing Education and the Marshalltown Community School District and is an educational alternative for young adults (16-21) who leave traditional high school environments but want to complete their high school educations. The Marshalltown SBYSP coordinates services between community agencies and the alternative school. EXCEL began offering classes in September of 1991.

The following statistics on the first two years of operation, indicate the impact of this program on educational outcomes critical to the SBYSP:

- The dropout rate in Marshalltown *decreased* 1.3% in 1991-92, from 2.7% to 1.4% in 1991-92. Marshalltown's dropout rates were lowest among the four SBYSP site in each of the two years. Moreover, the reduction in their dropout rate in 1991-92 was the largest positive change in dropout rate among the four SBYSP sites in that year.
- The re-enrollment rate in Marshalltown increased from 16.9% in 1990-91 to 23.6% in 1991-92—a 6.7% increase. [Note: This re-enrollment rate was computed by taking all re-enrollments in the year in question and dividing by the number of dropouts in the previous year, multiplied by 100%.]
- According to Ms. Schinnow, Coordinator, about 80% of the EXCEL students in the first year (1991-92) were re-enrollees.
- In 1991-92 in the EXCEL Program, there were 6 graduates, no GEDs; in 1992-93, there were 19 graduates, 8 GEDs.
- In 1992-93, about 86% of "potential graduates" actually graduated, while about 50% of those working toward a GED actually obtained it.
- Of the 19 graduates in 1993, 11 or 58% have enrolled in a community college. All are attending MCC, where EXCEL is housed.
- The official enrollment in EXCEL was 55 in 1991-92 and 63 in 1992-93. (Not all of these made progress toward graduation, however.)
- Twelve EXCEL students were enrolled in the Tech Prep program (funded by the Department of Economic Development, including courses in computer skills, technical math, TV studio, communication skills, conflict management, and principles of technology). Students coming out of this program are considered to have three options: (1) go to work, (2) pursue a two-year degree in a community college, and (3) pursue a four-year degree in a college or university.

- Two or three students were enrolled in the JTPA "2 + 2" summer program, providing work experience plus course work.

(Veale, 1993a, and Laura Schinnow, personal communication, June, 1993).

The data on dropout and re-enrollment rates for Marshalltown indicate that EXCEL may be having a significant positive impact on both of these outcomes. This is reinforced by the information that about 80% of the students in EXCEL in 1991-92 were re-enrollees. This alternative education program appears to be effectively drawing dropouts back into the educational system in this community. The data on graduation (counts and percent of "potential graduates" finishing) indicate that EXCEL is effectively encouraging students to stay in school and graduate. The high percentage of the 1993 graduates going on to community college indicates success in getting graduates involved in post-secondary education.

Each course at EXCEL has a set of objectives. A "mastery learning" model is used, which requires that students perform at the 80% level (minimum) or retake the lesson until the 80% criterion is achieved. These performance standards are different from, and perhaps superior to, those used to gauge progress of students in the SBYSP, primarily the student's GPA and her/his eventual completion of the requirements for graduation. Ms. Schinnow indicated that she intends to work toward a competency- or outcomes-based system at EXCEL (personal communication, June, 1993).

A minimum of 1200 points per semester credit is required. Students can get up to 20 points per class period—5 for being on time, 10 for staying on task, and 5 for attending the entire class period. This would appear to be a positive alternative to attendance policies that suspend students for missing too many days. Although this point system may be having a positive impact on attendance, it may be difficult to incorporate this information with the more traditional measures of attendance used in the SBYSP (days missed).

A new requirement at EXCEL is 270 hours (2 semester credits) in either paid or volunteer work. This provides the student with a reference and a work history *prior to graduation*. This, along with the Tech Prep program and the JTPA "2 + 2" summer work experience program, relates to the outcome of improving the level of employment and productivity of students leaving school (Veale, 1992 and 1993a). The volunteer work option in the new requirement for 270 hours in work activity should encourage volunteerism—one of the eight "components of productivity" in the model used in the 1990 study of alternative school graduates in Iowa (Veale, 1990).

Lessons Learned: Conclusions, Implications, Questions, and Recommendations

Conclusions, implications, questions, and recommendations for the SBYSP delivery systems, database, reporting, and evaluation systems follow.

1. It may not be possible to use a single student outcomes instrument across all SBYSP sites, due to differences in demographics, program emphases, etc. (Dr. Raymond Morley, personal communication, July, 1993).
2. Employment and training services are a significant change agent and need to be seriously considered in any comprehensive school-based service model (Dr. Raymond Morley, personal communication, July, 1993).
3. Case management services are also a significant change agent, although in a few outcomes,

increasing the magnitude of such contacts seemed to produce a change for the worse. However, the positive indications of this component—from its apparent impact on re-enrollment to the qualitative data obtained through the focus groups in Des Moines—seem to far outweigh any negative impacts.

4. Health services might have been a more significant positive factor if we had separated them into *acute* and *chronic* health services (or chronic and all other health services). It is hypothesized that services addressing chronic health problems have a more significant impact on outcomes than do other health services (Dr. Raymond Morley, personal communication, July, 1993).
5. Mental health services did not show up as a significant factor in very many of these analyses and when it did, it was usually negatively related to the desired outcome. This type of service may be one that requires a *longer time span* (than one year) to yield the kind of successes that show up in quantitative measures like GPA or scores on an affective instrument measuring mental or social health. The qualitative data from the focus groups supported the effectiveness of these services, within the case management model used in the Des Moines SBYSP.
6. Some of these results may be linked more to the developmental level than to the treatment, i.e., the SBYSP services (Dr. Raymond Morley, personal communication, July, 1993). Moreover, there is evidence of interaction between these two factors. The best example of this may be the Des Moines data on attendance, which produced a significant positive relationship between attendance and magnitude of case management contacts for elementary school students, a significant negative relationship between these two variables for middle school students, and a nonsignificant relationship therewith at the high school level!
7. Instruments must be developmentally appropriate. Fox (1969) defined instrument appropriateness as "the extent to which the respondent group can meet the demands imposed by the instrument." For an instrument to be valid, it must be appropriate for the grade level, *inter alia*, of the group to which it is administered (Dr. Raymond Morley, personal communication, July, 1993).
8. Unless the school environment changes so that children put the classroom in their "quality worlds" (Glasser, 1990), the SBYSP may not be powerful enough, by itself, to keep kids in school (Dr. Raymond Morley, personal communication, July, 1993).
9. Having parents provide input on assessing their child's progress (as well as input on customer satisfaction) helps to build trust and ongoing family/parent involvement (Dr. Raymond Morley, personal communication, July, 1993).
10. The assessment of the student's degree of risk will provide an important measure of control on analyses and evaluation. For example, it is important to determine whether the significant gains and other desirable outcomes are occurring for those most at-risk or those less at-risk (or both). The approach used in this report, where the outcome measure (e.g., GPA) from the previous year was used as a "covariate" in the regression analyses is one way to attack this problem. The effects of each of the variables entering the model were tested adjusting for all the others, including the outcome measure in the previous year (e.g., GPA91). If a low (high) GPA in 1990-91 is considered evidence of high (low) risk, this method will control for it. Of course, a different

measure of risk is used to analyze the attendance data. It would probably be better to have a single assessment of risk, perhaps along the lines suggested earlier in this report. Such an assessment will be incorporated into the SBYSP-DBMS next year.

Acknowledgements

The author would like to thank the FINE Education Research Foundation for the grant that supported this research. The author would also like to thank Dr. Raymond Morley for many helpful comments on the draft of this report; all of the SBYSP project managers, the data managers, the volunteers who helped with the graduate follow-up in some of the sites; Carol Gustafson and Cyndy Erickson for assistance with *FileMaker Pro*; Dr. Ed Saunders, Dr. Lee Halverson, and Cheryl Huisman for help with the focus groups; and Laura Schinnow for providing information and a tour of the alternative school EXCEL. Finally, I would like to thank the SUCCESS coordinators at Moulton Elementary School, Harding Middle School, and North High School for their help in setting up the focus groups, and the students at those sites who participated in them.

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APPENDIX A

APPROVED IOWA SCHOOL-BASED YOUTH SERVICE PROGRAMS:

PROJECT SYNOPSES

APPROVED IOWA SCHOOL-BASED YOUTH SERVICES PROGRAMS:

PROJECT SYNOPSES

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

- Centers at Moulton Elementary, Harding Middle, and North High School
- Agency- and school-supported staff in centers
- Community Focus, Inc., United Way, and Des Moines Schools involved
- Planning Council with 55 members integrates service efforts, exchange information, and develop common goals and strategies
- Program manager screens participants on-site
- Center coordinator with specialized staff
- Case manager for counseling and organizing services for 20-30 youth and families
- Centers open 12 months per year, 7:00 a.m. to 7:00 p.m.
- Services do not interfere with class schedules
- Counseling, educational support, health, job services, mental health, social services provided

DUBUQUE COMMUNITY SCHOOL DISTRICT

- In conjunction with Western Dubuque Community Schools
- Eight school sites
- Child study team coordinates service delivery
- Each site's facilitator manages program and coordinates services
- Other staff include health specialist, career specialist, mental health counselor
- Family case manager to monitor and evaluate
- Recreation and leisure, parenting, peer counseling, social services, health care, mental health, family counseling, job services, and educational support provided

MARSHALLTOWN COMMUNITY SCHOOL DISTRICT

- Centers located at Marshalltown High School, Anson Middle School, Miller Middle School
- In cooperation with Mid-Iowa Community Action, Inc.
- Health care, mental health, family counseling, job training, legal services, primary health care, family development, substance abuse treatment, guidance, and social adjustment services provided
- Youth Law Hotline and legal advice to youth and families
- Competency-based vocational curriculum for students
- Parent involvement emphasis
- Parenting skills lending library established
- Peer helpers support program
- Mid-Iowa Community Action aid to parents and students with problem solving
- Service providers: Caring Connection; Employment Services; AEA staff; Youth, Runaway, and Family Services; school staff; and Community Action Agency
- Individual assistance center offers tutoring and individual instruction
- Transportation provided middle school students
- Shortened school days
- Individuals academic assistance
- Self-paced curriculum
- Classes to assist students in making transition back into program

1. SOUTH TAMA COUNTY COMMUNITY SCHOOL DISTRICT

- Supervised recreation and service center in downtown Tama
- Health and mental health services; job training and counseling; GED; parenting, drug, and alcohol services
- Coordinate social services at center
- Center away from school but accessible to both middle and high school students
- Receptionist offers preliminary assistance
- Transportation component
- Business-School coordinator
- Family-School coordinator
- JTPA, Mental Health, Our Primary Purpose (OPP), Human Services, Juvenile Probation to offer social services
- Hours: 3:00 p.m. to 8:00 p.m. weekdays; 12:00 p.m. to 6:00 p.m. Saturday; summer hours as appropriate

APPENDIX B

1991-92 SBYSP HIGH SCHOOL STUDENT SURVEY

SCHOOL-BASED YOUTH SERVICES PROGRAM:

1991-92 HIGH SCHOOL STUDENT SURVEY

Section 1: Read each of the following statements. In these, the word "now" refers to the present—today or very recently. The word "before" (or "previously") refers to the time before you came to the School-Based Youth Services Program for help. In each question, think about how you are now compared with how you were before. Then select and circle the answer choice (A, B, C, etc.) that makes the statement about you most truthful, as you see it.

Example 1:

In math, I am

- (A) doing better now.
- (B) doing well, as before.
- (C) NOT doing well, as before.
- (D) doing worse now.

Suppose you feel that you are doing well in math class now and were, also, doing well before. You would circle "(B)" corresponding to the choice "doing well, as before," as indicated.

Example 2:

My knowledge of parenting is

- (A) greater now.
- (B) the same as before (know a lot).
- (C) the same as before (do NOT know much).
- (D) less now.

Suppose you have taken a parenting class this year and you felt that you learned a lot. You would circle "(A)" corresponding to the choice "greater now," as indicated.

1. Overall, my health is

- (A) better now.
- (B) good, as before.
- (C) poor, as before.
- (D) worse now.

2. In school, I am

- (A) doing worse now.
- (B) doing well, as before.
- (C) NOT doing well, as before.
- (D) doing better now.

3. I am absent

- (A) more now.
- (B) often, as before.
- (C) infrequently, as before.
- (D) less now.

4. I like school

- (A) more now.
- (B) the same as before (like it).
- (C) the same as before (do NOT like it).
- (D) less now.

5. I like myself

- (A) more now.
- (B) the same as before (do NOT like myself).
- (C) the same as before (like myself).
- (D) less now.

6. I get along with others

- (A) worse now.
- (B) the same as before (NOT well).
- (C) the same as before (well).
- (D) better now.

7. I am using drugs

- (A) more now.
- (B) the same as before (a lot).
- (C) the same as before (not much).
- (D) the same as before (not at all).
- (E) less now.

[Note: "Drugs" includes marijuana, cocaine, and other substances, but does NOT include alcohol or cigarettes.]

8. I am using alcohol

- (A) more now.
- (B) the same as before (a lot).
- (C) the same as before (not much).
- (D) the same as before (not at all).
- (E) less now.

9. I am using cigarettes

- (A) less now.
- (B) the same as before (not at all).
- (C) the same as before (not much).
- (D) the same as before (a lot).
- (E) more now.

10. Getting a job is something I am

- (A) more able to do now.
- (B) able to do, as before.
- (C) unable to do, as before.
- (D) less able to do now.

11. Setting goals for my future is something I have
 - (A) now done.
 - (B) NOT done.
 - (C) previously done.
12. Who to go to for help is something I
 - (A) know more about now.
 - (B) know less about now.
 - (C) know enough about, as before.
 - (D) do NOT know enough about, as before.
13. Staying in school and graduating is something I
 - (A) want to do, as before.
 - (B) do NOT want to do, as before.
 - (C) want to do more now.
 - (D) want to do less now.
14. I get into
 - (A) more trouble now
 - (B) a lot of trouble, as before
 - (C) not much trouble, as before
 - (D) no trouble, as before
 - (E) less trouble now with others.
15. I like my family
 - (A) less now.
 - (B) about the same as before (not much).
 - (C) about the same as before (a lot).
 - (D) more now.
16. I get along with my family members
 - (A) better now.
 - (B) about the same as before (well).
 - (C) about the same as before (NOT well).
 - (D) worse now.
17. Making decisions for myself is something I am
 - (A) less able to do now.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) more able to do now.
18. Helping others is something for which I have
 - (A) more opportunity now.
 - (B) about the same opportunity as before (a lot).
 - (C) about the same opportunity as before (not much).
 - (D) less opportunity now.
19. Attending a technical school or college after I graduate is something I feel I am
 - (A) more able to do.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) less able to do.

If you answered (C) or (D) to question 19 why do you feel you are unable or less able to go on to a technical school or college?

-
20. Getting a job I really want is something I feel I am
 - (A) less able to do now.
 - (B) unable to do, as before.
 - (C) able to do, as before.
 - (D) more able to do now.
 21. Helping my community is something I know
 - (A) more about now.
 - (B) about the same as before (a lot).
 - (C) about the same as before (not much).
 - (D) less about now.
 22. Getting into the military (if I wanted to) is something I am
 - (A) more able to do now.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) less able to do now.
 23. Regarding people who are different from me, I am
 - (A) more accepting of them.
 - (B) less accepting of them.
 - (C) accepting of them, as before.
 - (D) unaccepting of them, as before.
 24. When I get up in the morning I
 - (A) feel better.
 - (B) feel good, as before.
 - (C) do NOT feel good, as before.
 - (D) feel worse.
 25. I worry
 - (A) more now.
 - (B) about the same as before (a lot).
 - (C) about the same as before (not much).
 - (D) less now.
 26. I get in trouble with the law
 - (A) less frequently now.
 - (B) more frequently now.
 - (C) fairly often, as before.
 - (D) infrequently, as before.
 - (E) never, as before.
 27. Concerning my health, I know
 - (A) less now.
 - (B) about the same as before (not much).
 - (C) about the same as before (a lot).
 - (D) more now.

28. I see what needs to be done and do it without being told

- (A) less often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) more often now.

29. I show up on time for my classes

- (A) more often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) less often now.

30. I feel

- (A) less happy now.
- (B) happy, as before.
- (D) unhappy, as before.
- (D) more happy now.

31. Unprotected (unsafe) sex is something I am

- (A) less likely
 - (B) more likely
 - (C) fairly likely, as before
 - (D) NOT likely, as before
- to engage in.

32. In school, I want to achieve

- (A) less now.
- (B) same as before (not much).
- (C) same as before (a lot).
- (D) more now.

33. A career interest is something I have

- (A) now selected.
- (B) previously selected.
- (C) NOT selected.

34. a. A career goal is something I have

- (A) now established
 - (B) previously established
 - (C) NOT established
- for myself.

If you answered "(A)" or "(B)" to the above question, answer the following:

b. I feel that I am

- (A) more able
 - (B) less able
 - (C) able, as before
 - (D) unable, as before
- to achieve my career goal.

c. What is your career goal? _____

35. I like working as a member of a team

- (A) less now.
- (B) as much as before (do NOT like it).
- (C) as much as before (like it).
- (D) more now.

If you have a job, please answer the following question:

36. I show up on time for work

- (A) more often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) less often now.

Section 2: Please write in your answers to the following, in the spaces provided.

List one or two ways in which you feel that you have improved this year.

1. _____

2. _____

Who or what helped you to make these improvements?

1. _____

2. _____

List one or two things that you are still having trouble with in school or in your life.

1. _____

2. _____

Section 3: Read each descriptive phrase given below, representing some aspect of the School-Based Youth Services Program. Think about your involvement with this program. Circle the answer choice (A, B, or C) which most closely matches your true opinion or feeling about each aspect of this program. One of these three options (A, B, or C) contains several additional options, which correspond to specific things that might have been a problem. If this option is selected, read the additional options below it and select the one that best matches your true opinion or feeling about the staff person or the program. If you select "Other," please write in your feeling about the aspect of the program described.

Example:

Discussion of parenting skills.

- (A) The staff person seemed comfortable discussing this subject with me.
- (B) The staff person seemed uncomfortable discussing this subject with me.
 - (b1) Looked away from me whenever I started talking about this subject.
 - (b2) Preached to me about this subject.
 - (b3) Refused to talk to me about this subject.
 - (b4) Scolded me for talking about this subject.
 - (b5) Other _____

(C) Does not apply to me.

Suppose you are an expectant parent. The staff person responded to your questions about what is involved in being a responsible parent. He/she seemed quite comfortable discussing this subject with you. You would circle "(A)" corresponding to the choice "The staff person seemed comfortable ..., " as indicated above.

On the other hand, suppose the staff person responded to your questions with what seemed to be a prepared speech. You did not feel that he/she was comfortable discussing parenting with you. You would circle "(B)" and also circle "(b2)" "Preached to me about this subject," as indicated below.

- (B) The staff person seemed uncomfortable discussing this subject with me.
 - (b1) ...
 - (b2) Preached to me about this subject.

...

1. Understanding my feelings.

- (A) The staff person tried to understand my feelings.
- (B) The staff person did NOT try to understand my feelings.
 - (b1) Looked away when I talked about my feelings.
 - (b2) Refused to talk with me about my feelings.
 - (b3) Preached to me about my feelings.
 - (b4) Blamed me for my feelings.
 - (b5) Other _____

(C) Does not apply to me.

2. Respect for me.

- (A) The staff person did NOT show respect for me.
 - (a1) Showed a lack of respect for me because of my religion.
 - (a2) Showed a lack of respect for me because of my race or color.
 - (a3) Showed a lack of respect for me because of my gender.
 - (a4) Showed a lack of respect for me because of my disability.
 - (a5) Showed a lack of respect for me because of my appearance.
 - (a6) Showed a lack of respect for me because of my morals or ethics.
 - (a7) Showed a lack of respect for me because my views.
 - (a8) Showed a lack of respect for me because of my goals.
 - (a9) Other _____

(B) The staff person respected me as a person.

(C) Does not apply to me.

3. Attentiveness of staff person.
- (A) The staff person paid attention to me when I talked.
 - (B) Does not apply to me.
 - (C) The staff person did NOT pay attention to me when I talked.
 - (c1) Did NOT look at me when I talked.
 - (c2) Did NOT listen to me.
 - (c3) Completely ignored me.
 - (c4) Other _____
-
4. Room in which services were provided.
- (A) The room in which services were provided was satisfactory.
 - (B) The room in which services were provided was NOT satisfactory.
 - (b1) Room was dull.
 - (b2) Room felt cold.
 - (b3) Room felt unfriendly.
 - (b4) Room lacked privacy.
 - (b5) Room was NOT easy to get to.
 - (b6) Other _____
 - (C) Does not apply to me.
-
5. Caring for my interests.
- (A) The staff person did NOT care about my interests.
 - (a1) Looked away when I talked about my interests.
 - (a2) Ignored me when I talked about my interests.
 - (a3) Interrupted me when I started talking about my interests and changed the subject.
 - (a4) "Put me down" because of my interests.
 - (a5) Other _____
 - (B) Does not apply to me.
 - (C) The staff person cared about my interests.
-
6. Discussion about sex or pregnancy.
- (A) The staff person seemed comfortable talking with me about these subjects.
 - (B) Does not apply to me.
 - (C) The staff person seemed uncomfortable talking with me about these subjects.
 - (c1) Looked away from me whenever I started talking about these subjects.
 - (c2) Preached to me about these subjects.
 - (c3) Refused to talk to me about these subjects.
 - (c4) Scolded me for talking about these subjects.
 - (c5) Other _____
-
7. Discussion about drugs or alcohol.
- (A) Does not apply to me.
 - (B) The staff person seemed comfortable talking with me about these subjects.
 - (C) The staff person seemed uncomfortable talking with me about these subjects.
 - (c1) Looked away from me whenever I started talking about these subjects.
 - (c2) Preached to me about these subjects.
 - (c3) Refused to talk to me about these subjects.
 - (c4) Scolded me for talking about these subjects.
 - (c5) Other _____
-
8. Helpfulness of staff person.
- (A) The staff person helped me to solve my problem or showed me that I could get help with my problem or concern.
 - (B) The staff person was NOT helpful.
 - (b1) Did NOT give me the time I needed.
 - (b2) Did NOT give me the information I needed.
 - (b3) Did NOT give me the support services I needed.
 - (b4) Did NOT take my problem seriously.
 - (b5) Other _____
 - (C) Does not apply to me.
-
9. Friendliness of staff person.
- (A) Does not apply to me.
 - (B) The staff person was friendly.
 - (C) The staff person was NOT friendly.
 - (c1) Too formal.
 - (c2) Always too busy.
 - (c3) Impolite.
 - (c4) Mean.
 - (c5) Other _____
-
10. Answering my questions.
- (A) The staff person always answered my questions.
 - (B) The staff person did NOT always answer my questions.
 - (b1) Usually answered my questions.
 - (b2) Sometimes answered my questions.
 - (b3) Rarely answered my questions.
 - (b4) Never answered my questions.
 - (C) Does not apply to me.
- (Please turn the page to complete survey.)

11. What could the SBYSP do to help you more?

Section 4: Please complete the following.

1. Age (write in) _____
2. Gender (check one)
____ Female
____ Male
3. Racial or ethnic group (check one)
____ American Indian (Native American)
____ Asian American
____ Black
____ Hispanic
____ White
____ Other
4. Marital status (check one)
____ Single
____ Married
____ Divorced
5. Do you have any children?
____ Yes
____ No
6. Are you an expectant parent?
____ Yes
____ No
7. Living arrangement (who you are living with; check one)
____ Both parents
____ One parent
____ Relatives or friends
____ Shelter
____ Boyfriend or girlfriend
____ Self
8. Housing (where you live; check one)
____ Private residence
____ Apartment or mobile home
____ Shelter
____ Relatives or friends
____ Other
9. Do you consider yourself disabled?
____ Yes
____ No

Section 5: Regarding this survey:

1. Was it easy to complete?
(A) Yes (B) No

2. Were the questions clear?
(A) Yes (B) No
3. Was the format (the way the questions were asked) clear?
(A) Yes (B) No
4. About how long did it take you to complete it? _____ minutes (please write in)
5. How would you change the survey (to make it easier or better)?

Regarding the School-Based Youth Services Program and/or the survey:

6. Is there anything else you would like to say?

THANK YOU VERY MUCH FOR YOUR COOPERATION! THE INFORMATION YOU HAVE PROVIDED WILL BE VERY HELPFUL TO THE SCHOOL-BASED YOUTH SERVICES PROGRAM.

THE FOLLOWING SECTION WILL BE FILLED OUT BY THE STAFF PERSON.

Please complete the following for this respondent:

Total number of contacts with the SBYSP = _____

1. Number of contacts in primary and preventive health = _____
2. Number of contacts in mental health = _____
3. Number of contacts in employment and training = _____
4. Number of contacts in school-related service area = _____
5. Number of contacts in case management = _____
6. Number of contacts in other service areas = _____

Comments: _____

APPENDIX C

1991-92 SBYSP MIDDLE SCHOOL STUDENT SURVEY

SCHOOL-BASED YOUTH SERVICES PROGRAM:

1991-92 MIDDLE SCHOOL STUDENT SURVEY

Section 1: Read each of the following statements. In these, the word "now" refers to the present—today or very recently. The word "before" (or "previously") refers to the time before you came to the School-Based Youth Services Program for help. In each question, think about how you are now compared with how you were before. Then select and circle the answer choice (A, B, C, etc.) that makes the statement about you most truthful, as you see it.

Example 1:

In math, I am

- (A) doing better now.
- (B) doing well, as before.
- (C) NOT doing well, as before.
- (D) doing worse now.

Suppose you feel that you are doing well in math class now and were, also, doing well before. You would circle "(B)" corresponding to the choice "doing well, as before," as indicated.

Example 2:

My knowledge of family living is

- (A) greater now.
- (B) the same as before (know a lot).
- (C) the same as before (do NOT know much).
- (D) less now.

Suppose you have taken a family living class this year and you felt that you learned a lot. You would circle "(A)" corresponding to the choice "greater now," as indicated.

1. Overall, my health is

- (A) better now.
- (B) good, as before.
- (C) poor, as before.
- (D) worse now.

2. In school, I am

- (A) doing worse now.
- (B) doing well, as before.
- (C) NOT doing well, as before.
- (D) doing better now.

3. I am absent

- (A) more now.
- (B) often, as before.
- (C) infrequently, as before.
- (D) less now.

4. I like school

- (A) more now.
- (B) the same as before (like it).
- (C) the same as before (do NOT like it).
- (D) less now.

5. I like myself

- (A) more now.
- (B) the same as before (do NOT like myself).
- (C) the same as before (like myself).
- (D) less now.

6. I get along with others

- (A) worse now.
- (B) the same as before (NOT well).
- (C) the same as before (well).
- (D) better now.

7. I am using drugs

- (A) more now.
- (B) the same as before (a lot).
- (C) the same as before (not much).
- (D) the same as before (not at all).
- (E) less now.

[Note: "Drugs" includes marijuana, cocaine, and other substances, but does NOT include alcohol or cigarettes.]

8. I am using alcohol

- (A) more now.
- (B) the same as before (a lot).
- (C) the same as before (not much).
- (D) the same as before (not at all).
- (E) less now.

9. I am using cigarettes

- (A) less now.
- (B) the same as before (not at all).
- (C) the same as before (not much).
- (D) the same as before (a lot).
- (E) more now.

10. Setting goals for my future is something I have

- (A) now done.
- (B) NOT done.
- (C) previously done.

11. Who to go to for help is something I
 - (A) know more about now.
 - (B) know less about now.
 - (C) know enough about, as before.
 - (D) do NOT know enough about, as before.
12. Staying in school and graduating is something I
 - (A) want to do, as before.
 - (B) do NOT want to do, as before.
 - (C) want to do more now.
 - (D) want to do less now.
13. I get into
 - (A) more trouble now
 - (B) a lot of trouble, as before
 - (C) not much trouble, as before
 - (D) no trouble, as before
 - (E) less trouble now with others.
14. I like my family
 - (A) less now.
 - (B) about the same as before (not much).
 - (C) about the same as before (a lot).
 - (D) more now.
15. I get along with my family members
 - (A) better now.
 - (B) about the same as before (well).
 - (C) about the same as before (NOT well).
 - (D) worse now.
16. Making decisions for myself is something I am
 - (A) less able to do now.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) more able to do now.
17. Helping others is something for which I have
 - (A) more opportunity now.
 - (B) about the same opportunity as before (a lot).
 - (C) about the same opportunity as before (not much).
 - (D) less opportunity now.
18. Attending a technical school or college after I graduate is something I feel I am
 - (A) more able to do.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) less able to do.

If you answered (C) or (D) to question 18, why do you feel you are unable or less able to go on to a technical school or college?

19. Helping my community is something I know
 - (A) more about now.
 - (B) about the same as before (a lot).
 - (C) about the same as before (not much).
 - (D) less about now.
20. Getting into the military (if I wanted to) is something I am
 - (A) more able to do now.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) less able to do now.
21. Regarding people who are different from me, I am
 - (A) more accepting of them.
 - (B) less accepting of them.
 - (C) accepting of them, as before.
 - (D) unaccepting of them, as before.
22. When I get up in the morning I
 - (A) feel better.
 - (B) feel good, as before.
 - (C) do NOT feel good, as before.
 - (D) feel worse.
23. I worry
 - (A) more now.
 - (B) about the same as before (a lot).
 - (C) about the same as before (not much).
 - (D) less now.
24. I get in trouble with the law
 - (A) less frequently now.
 - (B) more frequently now.
 - (C) fairly often, as before.
 - (D) infrequently, as before.
 - (E) never, as before.
25. Concerning my health, I know
 - (A) less now.
 - (B) about the same as before (not much).
 - (C) about the same as before (a lot).
 - (D) more now.

26. I see what needs to be done and do it without being told

- (A) less often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) more often now.

27. I show up on time for my classes

- (A) more often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) less often now.

28. I feel

- (A) less happy now.
- (B) happy, as before.
- (D) unhappy, as before.
- (D) more happy now.

29. Unprotected (unsafe) sex is something I am

- (A) less likely
 - (B) more likely
 - (C) fairly likely, as before
 - (D) NOT likely, as before
- to engage in.

30. In school, I want to achieve

- (A) less now.
- (B) same as before (not much).
- (C) same as before (a lot).
- (D) more now.

31. A career interest is something I have

- (A) now selected.
- (B) previously selected.
- (C) NOT selected.

32. a. A career goal is something I have

- (A) now established
 - (B) previously established
 - (C) NOT established
- for myself.

If you answered "(A)" or "(B)" to the above question, answer the following:

b. I feel that I am

- (A) more able
 - (B) less able
 - (C) able, as before
 - (D) unable, as before
- to achieve my career goal.

c. What is your career goal? _____

33. I like working as a member of a team

- (A) less now.
- (B) as much as before (do NOT like it).
- (C) as much as before (like it).
- (D) more now.

If you have a job, please answer the following question:

34. I show up on time for work

- (A) more often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) less often now.

Section 2: Please write in your answers to the following, in the spaces provided.

List one or two ways in which you feel that you have improved this year.

1. _____

2. _____

Who or what helped you to make these improvements?

1. _____

2. _____

List one or two things that you are still having trouble with in school or in your life.

1. _____

2. _____

Section 3: Read each descriptive phrase given below, representing some aspect of the School-Based Youth Services Program. Think about your involvement with this program. Circle the answer choice (A, B, or C) which most closely matches your true opinion or feeling about each aspect of this program. One of these three options (A, B, or C) contains several additional options, which correspond to specific things that might have been a problem. If this option is selected, read the additional options below it and select the one that best matches your true opinion or feeling about the staff person or the program. If you select "Other," please write in your feeling about the aspect of the program described.

Example:

Discussion of family problems.

- (A) The staff person seemed comfortable discussing this subject with me.
- (B) The staff person seemed uncomfortable discussing this subject with me.
 - (b1) Looked away from me whenever I started talking about this subject.
 - (b2) Preached to me about this subject.
 - (b3) Refused to talk to me about this subject.
 - (b4) Scolded me for talking about this subject.
 - (b5) Other _____

(C) Does not apply to me.

Suppose you are having problems in getting along with your parent or parents. The staff person responded to your concerns. He/she seemed quite comfortable discussing this subject with you. You would circle "(A)" corresponding to the choice "The staff person seemed comfortable ...," as indicated above.

On the other hand, suppose the staff person responded to your questions with what seemed to be a prepared speech. You did not feel that he/she was comfortable discussing your family problems with you. You would circle "(B)" and also circle "(b2)" "Preached to me about this subject," as indicated below.

- (B) The staff person seemed uncomfortable discussing this subject with me.
 - (b1) ...
 - (b2) Preached to me about this subject.
- ...

1. Understanding my feelings.

- (A) The staff person tried to understand my feelings.
- (B) The staff person did NOT try to understand my feelings.
 - (b1) Looked away when I talked about my feelings.
 - (b2) Refused to talk with me about my feelings.
 - (b3) Preached to me about my feelings.
 - (b4) Blamed me for my feelings.
 - (b5) Other _____

(C) Does not apply to me.

2. Respect for me.

- (A) The staff person did NOT show respect for me.
 - (a1) Showed a lack of respect for me because of my religion.
 - (a2) Showed a lack of respect for me because of my race or color.
 - (a3) Showed a lack of respect for me because of my gender.
 - (a4) Showed a lack of respect for me because of my disability.
 - (a5) Showed a lack of respect for me because of my appearance.
 - (a6) Showed a lack of respect for me because of my morals or ethics.
 - (a7) Showed a lack of respect for me because my views.
 - (a8) Showed a lack of respect for me because of my goals.
 - (a9) Other _____

(B) The staff person respected me as a person.

(C) Does not apply to me.

3. Attentiveness of staff person.
- (A) The staff person paid attention to me when I talked.
 - (B) Does not apply to me.
 - (C) The staff person did NOT pay attention to me when I talked.
 - (c1) Did NOT look at me when I talked.
 - (c2) Did NOT listen to me.
 - (c3) Completely ignored me.
 - (c4) Other _____
-
4. Room in which services were provided.
- (A) The room in which services were provided was satisfactory.
 - (B) The room in which services were provided was NOT satisfactory.
 - (b1) Room was dull.
 - (b2) Room felt cold.
 - (b3) Room felt unfriendly.
 - (b4) Room lacked privacy.
 - (b5) Room was NOT easy to get to.
 - (b6) Other _____
 - (C) Does not apply to me.
5. Caring for my interests.
- (A) The staff person did NOT care about my interests.
 - (a1) Looked away when I talked about my interests.
 - (a2) Ignored me when I talked about my interests.
 - (a3) Interrupted me when I started talking about my interests and changed the subject.
 - (a4) "Put me down" because of my interests.
 - (a5) Other _____
 - (B) Does not apply to me.
 - (C) The staff person cared about my interests.
6. Discussion about sex or pregnancy.
- (A) The staff person seemed comfortable talking with me about these subjects.
 - (B) Does not apply to me.
 - (C) The staff person seemed uncomfortable talking with me about these subjects.
 - (c1) Looked away from me whenever I started talking about these subjects.
 - (c2) Preached to me about these subjects.
 - (c3) Refused to talk to me about these subjects.
 - (c4) Scolded me for talking about these subjects.
 - (c5) Other _____
-
7. Discussion about drugs or alcohol.
- (A) Does not apply to me.
 - (B) The staff person seemed comfortable talking with me about these subjects.
 - (C) The staff person seemed uncomfortable talking with me about these subjects.
 - (c1) Looked away from me whenever I started talking about these subjects.
 - (c2) Preached to me about these subjects.
 - (c3) Refused to talk to me about these subjects.
 - (c4) Scolded me for talking about these subjects.
 - (c5) Other _____
-
8. Helpfulness of staff person.
- (A) The staff person helped me to solve my problem or showed me that I could get help with my problem or concern.
 - (B) The staff person was NOT helpful.
 - (b1) Did NOT give me the time I needed.
 - (b2) Did NOT give me the information I needed.
 - (b3) Did NOT give me the support services I needed.
 - (b4) Did NOT take my problem seriously.
 - (b5) Other _____
 - (C) Does not apply to me.
-
9. Friendliness of staff person.
- (A) Does not apply to me.
 - (B) The staff person was friendly.
 - (C) The staff person was NOT friendly.
 - (c1) Too formal.
 - (c2) Always too busy.
 - (c3) Impolite.
 - (c4) Mean.
 - (c5) Other _____
-
10. Answering my questions.
- (A) The staff person always answered my questions.
 - (B) The staff person did NOT always answer my questions.
 - (b1) Usually answered my questions.
 - (b2) Sometimes answered my questions.
 - (b3) Rarely answered my questions.
 - (b4) Never answered my questions.
 - (C) Does not apply to me.
- (Please turn the page to complete survey.)

11. What could the SBYSP do to help you more?

Section 4: Please complete the following.

1. Age (write in) _____
2. Gender (check one)
☐ Female
☐ Male
3. Racial or ethnic group (check one)
☐ American Indian (Native American)
☐ Asian American
☐ Black
☐ Hispanic
☐ White
☐ Other
4. Marital status (check one)
☐ Single
☐ Married
☐ Divorced
5. Do you have any children?
☐ Yes
☐ No
6. Are you an expectant parent?
☐ Yes
☐ No
7. Living arrangement (who you are living with; check one)
☐ Both parents
☐ One parent
☐ Relatives or friends
☐ Shelter
☐ Boyfriend or girlfriend
☐ Self
8. Housing (where you live; check one)
☐ Private residence
☐ Apartment or mobile home
☐ Shelter
☐ Relatives or friends
☐ Other
9. Do you consider yourself disabled?
☐ Yes
☐ No

Section 5: Regarding this survey:

1. Was it easy to complete?
(A) Yes (B) No

2. Were the questions clear?
(A) Yes (B) No
3. Was the format (the way the questions were asked) clear?
(A) Yes (B) No
4. About how long did it take you to complete it? _____ minutes (please write in)
5. How would you change the survey (to make it easier or better)?

Regarding the School-Based Youth Services Program and/or the survey:

6. Is there anything else you would like to say?

THANK YOU VERY MUCH FOR YOUR COOPERATION! THE INFORMATION YOU HAVE PROVIDED WILL BE VERY HELPFUL TO THE SCHOOL-BASED YOUTH SERVICES PROGRAM.

THE FOLLOWING SECTION WILL BE FILLED OUT BY THE STAFF PERSON.

Please complete the following for this respondent:

Total number of contacts with the SBYSP = _____

1. Number of contacts in primary and preventive health = _____
2. Number of contacts in mental health = _____
3. Number of contacts in employment and training = _____
4. Number of contacts in school-related service area = _____
5. Number of contacts in case management = _____
6. Number of contacts in other service areas = _____

Comments: _____

APPENDIX D

1991-92 SBYSP ELEMENTARY SCHOOL STUDENT SURVEY

SCHOOL-BASED YOUTH SERVICES PROGRAM: 1991-92 ELEMENTARY SCHOOL STUDENT SURVEY

Section 1: Read each of the following statements. In these, the word "now" refers to the present—today or very recently. The word "before" (or "previously") refers to the time before you came to the School-Based Youth Services Program for help. In each question, think about how you are now compared with how you were before. Then select and circle the answer choice (A, B, C, etc.) that makes the statement about you most truthful, as you see it.

Example 1:

- In math, I am
- (A) doing better now.
 - (B) doing well, as before.
 - (C) NOT doing well, as before.
 - (D) doing worse now.

Suppose you feel that you are doing well in math class now and were, also, doing well before. You would circle "(B)" corresponding to the choice "doing well, as before," as indicated.

Example 2:

- My knowledge of family living is
- (A) greater now.
 - (B) the same as before (know a lot).
 - (C) the same as before (do not know much).
 - (D) less now.

Suppose you have taken a family living class this year and you felt that you learned a lot. You would circle "(A)" corresponding to the choice "greater now," as indicated.

1. Overall, my health is
- (A) better now.
 - (B) good, as before.
 - (C) poor, as before.
 - (D) worse now.

2. In school, I am
- (A) doing worse now.
 - (B) doing well, as before.
 - (C) NOT doing well, as before.
 - (D) doing better now.

3. I am absent
- (A) more now.
 - (B) often, as before.
 - (C) infrequently, as before.
 - (D) less now.

4. I like school
- (A) more now.
 - (B) the same as before (like it).
 - (C) the same as before (do NOT like it).
 - (D) less now.

5. I like myself
- (A) more now.
 - (B) the same as before (do NOT like myself).
 - (C) the same as before (like myself).
 - (D) less now.

6. I get along with others
- (A) worse now.
 - (B) the same as before (NOT well).
 - (C) the same as before (well).
 - (D) better now.

7. Setting goals for my future is something I have
- (A) now done.
 - (B) NOT done.
 - (C) previously done.

8. Who to go to for help is something I
- (A) know more about now.
 - (B) know less about now.
 - (C) know enough about, as before
 - (D) do NOT know enough about, as before.

9. Staying in school and graduating is something I
- (A) want to do, as before.
 - (B) do NOT want to do, as before.
 - (C) want to do more now.
 - (D) want to do less now.

10. I get into
 (A) more trouble now
 (B) a lot of trouble, as before
 (C) not much trouble, as before
 (D) no trouble, as before
 (E) less trouble now
 with others.
11. I like my family
 (A) less now.
 (B) about the same as before (not much).
 (C) about the same as before (a lot).
 (D) more now.
12. I get along with my family members
 (A) better now.
 (B) about the same as before (well).
 (C) about the same as before (NOT well).
 (D) worse now.
13. Helping others is something for which I have
 (A) more opportunity now.
 (B) about the same opportunity as before (a lot).
 (C) about the same opportunity as before (not much).
 (D) less opportunity now.
14. Regarding people who are different from me, I am
 (A) more accepting of them.
 (B) less accepting of them.
 (C) accepting of them, as before.
 (D) unaccepting of them, as before.
15. When I get up in the morning I
 (A) feel better.
 (B) feel good, as before.
 (C) do NOT feel good, as before.
 (D) feel worse.
16. I worry
 (A) more now.
 (B) about the same as before (a lot).
 (C) about the same as before (not much).
 (D) less now.
17. Concerning my health, I know
 (A) less now.
 (B) about the same as before (not much).
 (C) about the same as before (a lot).
 (D) more now.
18. I see what needs to be done and do it without being told
 (A) less often now.
 (B) most of the time, as before.
 (C) rarely, as before.
 (D) more often now.
19. I show up on time for my classes
 (A) more often now.
 (B) most of the time, as before.
 (C) rarely, as before.
 (D) less often now.
20. I feel
 (A) less happy now.
 (B) happy, as before.
 (C) unhappy, as before.
 (D) more happy now.
21. In school, I want to achieve
 (A) less now.
 (B) same as before (not much).
 (C) same as before (a lot).
 (D) more now.
22. A career interest is something I have
 (A) now selected.
 (B) previously selected.
 (C) NOT selected.
- If you selected "(A)" or "(B)" in question 22, what is your career interest?
-
23. I like working as a member of a team
 (A) less now.
 (B) as much as before (don't like it).
 (C) as much as before (like it).
 (D) more now.

Section 2: Please write in your answers to the following, in the spaces provided.

List one or two ways in which you feel that you have improved this year.

1. _____

2. _____

Who or what helped you to make these improvements?

1. _____

2. _____

List one or two things that you are still having trouble with in school or in your life.

1. _____

2. _____

Section 3: Read each question given below. Think about your involvement with the School-Based Youth Services Program. Circle the answer choice ("Yes," "Sometimes," or "No") which most closely matches your true opinion or feeling about the quality of this program.

1. Did the staff person try to understand your feelings?
 (A) Yes
 (B) Sometimes
 (C) No
2. Did the staff person respect you?
 (A) Yes
 (B) Sometimes
 (C) No
3. Did the staff person pay attention to you when you talked?
 (A) Yes
 (B) Sometimes
 (C) No
4. Was the room in which services were provided satisfactory?
 (A) Yes
 (B) Sometimes
 (C) No

5. Did the staff person care about your interests?

- (A) Yes
 (B) Sometimes
 (C) No

6. Did the staff person help you to solve your problem?

- (A) Yes
 (B) Sometimes
 (C) No

7. Was the staff person friendly?

- (A) Yes
 (B) Sometimes
 (C) No

8. Did the staff person answer all of your questions?

- (A) Yes
 (B) Sometimes
 (C) No

9. What could the SBYSP do to help you more?

Section 4: Please complete the following:

1. Age (write in) _____
2. Gender (check one)
 _____ Female
 _____ Male
3. Racial or ethnic group (check one)
 _____ American Indian (Native American)
 _____ Asian American
 _____ Black
 _____ Hispanic
 _____ White
 _____ Other
4. Living arrangement (who you are living with; check one)
 _____ Both parents
 _____ One parent
 _____ Relative or friend
 _____ Shelter
 _____ Boyfriend or girlfriend
 _____ Self
 _____ Other

(Please turn the page to complete survey.)

5. Housing (where you live; check one)

- ☐ Private residence
☐ Apartment or mobile home
☐ Shelter
☐ Other

6. Do you consider yourself disabled?

- ☐ Yes
☐ No

Section 5: Regarding this survey:

1. Was it easy to complete?
(A) Yes (B) No
2. Were the questions clear?
(A) Yes (B) No
3. Was the format (the way the questions were asked) clear?
(A) Yes (B) No
4. About how long did it take you to complete it? _____ minutes (please write in)
5. How would you change the survey (to make it easier or better)?

Regarding the School-Based Youth Services Program and/or the survey:

6. Is there anything else you would like to say?

THANK YOU VERY MUCH FOR YOUR COOPERATION! THE INFORMATION YOU HAVE PROVIDED WILL BE VERY HELPFUL TO THE SCHOOL-BASED YOUTH SERVICES PROGRAM.

THE FOLLOWING SECTION WILL BE FILLED OUT BY THE STAFF PERSON.

Please complete the following for this respondent:

Total number of contacts with the SBYSP = _____

1. Number of contacts in primary and preventive health = _____
2. Number of contacts in mental health = _____
3. Number of contacts in employment and training = _____
4. Number of contacts in school-related service area = _____
5. Number of contacts in case management = _____
6. Number of contacts in other service areas = _____

Comments: _____

APPENDIX E

1991-92 SBYSP PARENT SURVEY

SCHOOL-BASED YOUTH SERVICES PROGRAM:

1991-92 PARENT SURVEY

Section 1: Read each of the following statements. In these, the word "now" refers to the present—today or very recently. The word "before" (or "previously") refers to the time before your child came to the School-Based Youth Services Program for help. In each question, think about how your child is now compared with how he/she was before. Then select and circle the answer choice (A, B, C, etc.) that makes the statement about your child most truthful, as you see it. PLEASE COMPLETE THE SURVEY BY YOURSELF, USING ONLY YOUR KNOWLEDGE AND OPINION. PLEASE DO NOT QUESTION YOUR CHILD TO GAIN INFORMATION TO ANSWER THESE QUESTIONS.

Example 1:

In math, my child is

- (A) doing better now.
- (B) doing well, as before.
- (C) NOT doing well, as before.
- (D) doing worse now.

Suppose you feel that your child is doing well in math class now and was, also, doing well before. You would circle "(B)" corresponding to the choice "doing well, as before," as indicated.

Example 2:

My child's knowledge of parenting is

- (A) greater now.
- (B) the same as before (know a lot).
- (C) the same as before (do NOT know much).
- (D) less now.

Suppose your child took a parenting class this year and you felt that he/she learned a lot. You would circle "(A)" corresponding to the choice "greater now," as indicated.

1. Overall, my child's health is

- (A) better now.
- (B) good, as before.
- (C) poor, as before.
- (D) worse now.

2. In school, my child is doing

- (A) doing worse now.
- (B) doing well, as before.
- (C) NOT doing well, as before.
- (D) doing better now.

3. My child is absent

- (A) more now.
- (B) often, as before.
- (C) infrequently, as before.
- (D) less now.

4. My child likes school

- (A) more now.
- (B) the same as before (likes it).
- (C) the same as before (does NOT like it).
- (D) less now.

5. My child likes her/himself

- (A) more now.
- (B) the same as before (does NOT like self).
- (C) the same as before (likes self).
- (D) less now.

6. My child gets along with others

- (A) worse now.
- (B) the same as before (NOT well).
- (C) the same as before (well).
- (D) better now.

7. My child is using drugs

- (A) more now.
- (B) the same as before (a lot).
- (C) the same as before (not much).
- (D) the same as before (not at all).
- (E) less now.

[Note: "Drugs" includes marijuana, cocaine, and other substances, but does NOT include alcohol or cigarettes.]

8. My child is using alcohol

- (A) more now.
- (B) the same as before (a lot).
- (C) the same as before (not much).
- (D) the same as before (not at all).
- (E) less now.

9. My child is using cigarettes

- (A) less now.
- (B) the same as before (not at all).
- (C) the same as before (not much).
- (D) the same as before (a lot).
- (E) more now.

10. Getting a job is something my child is

- (A) more able to do now.
- (B) able to do, as before.
- (C) unable to do, as before.
- (D) less able to do now.

11. Setting goals for her/his future is something my child has
 - (A) now done.
 - (B) NOT done.
 - (C) previously done.
12. Who to go to for help is something my child
 - (A) knows more about now.
 - (B) knows less about now.
 - (C) knows enough about, as before.
 - (D) does NOT know enough about, as before.
13. Staying in school and graduating is something my child
 - (A) wants to do, as before.
 - (B) does NOT want to do, as before.
 - (C) wants to do more now.
 - (D) wants to do less now.
14. My child gets into
 - (A) more trouble now
 - (B) a lot of trouble, as before
 - (C) not much trouble, as before
 - (D) no trouble, as before
 - (E) less trouble now with others.
15. My child likes our family
 - (A) less now.
 - (B) about the same as before (not much).
 - (C) about the same as before (a lot).
 - (D) more now.
16. My child gets along with members of our family
 - (A) better now.
 - (B) well, as before.
 - (C) NOT well, as before.
 - (D) worse now.
17. Making decisions for her/himself is something my child is
 - (A) less able to do now.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) more able to do now.
18. Helping others is something for which my child has
 - (A) more opportunity now.
 - (B) about the same opportunity as before (a lot).
 - (C) about the same opportunity as before (not much).
 - (D) less opportunity now.
19. Attending a technical school or college after he/she graduates is something I feel my child is
 - (A) more able to do.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) less able to do.

If you answered (C) or (D) to question 19, why do you think your child is unable or less able to go on to a technical school or college?

-
20. Getting a job my child really wants is something he/she is
 - (A) less able to do now.
 - (B) unable to do, as before.
 - (C) able to do, as before.
 - (D) more able to do now.
 21. Helping our community is something my child knows
 - (A) more about now.
 - (B) about the same as before (a lot).
 - (C) about the same as before (not much).
 - (D) less about now.
 22. Getting into the military (if my child wants to) is something he/she is
 - (A) more able to do now.
 - (B) able to do, as before.
 - (C) unable to do, as before.
 - (D) less able to do now.
 23. Regarding people who are different from her/him, my child is
 - (A) more accepting of them.
 - (B) less accepting of them.
 - (C) accepting of them, as before.
 - (D) unaccepting of them, as before.
 24. When my child gets up in the morning, he/she
 - (A) feels better.
 - (B) feels good, as before.
 - (C) does NOT feel good, as before.
 - (D) feels worse.
 25. My child worries
 - (A) more now.
 - (B) about the same as before (a lot).
 - (C) about the same as before (not much).
 - (D) less now.
 26. My child gets in trouble with the law
 - (A) less frequently now.
 - (B) more frequently now.
 - (C) fairly often, as before.
 - (D) infrequently, as before.
 - (E) never, as before.

27. Concerning my child's health, he/she knows

- (A) less now.
- (B) about the same as before (not much).
- (C) about the same as before (a lot).
- (D) more now.

28. My child sees what needs to be done and does it without being told

- (A) less often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) more often now.

29. My child shows up on time for her/his classes

- (A) more often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) less often now.

30. My child feels

- (A) less happy now.
- (B) happy, as before.
- (D) unhappy, as before.
- (D) more happy now.

31. Unprotected (unsafe) sex is something my child is

- (A) less likely
 - (B) more likely
 - (C) fairly likely, as before
 - (D) NOT likely, as before
- to engage in.

32. In school, my child wants to achieve

- (A) less now.
- (B) same as before (not much).
- (C) same as before (a lot).
- (D) more now.

33. A career interest is something my child has

- (A) now selected.
- (B) previously selected.
- (C) NOT selected.

34. a. A career goal is something my child has

- (A) now established
- (B) previously established
- (C) NOT established

for her/himself.

If you answered "(A)" or "(B)" to the above question, answer the following:

b. I feel that my child is

- (A) more able
- (B) less able
- (C) able, as before
- (D) unable, as before

to achieve her/his career goal.

c. What is your child's career goal?

35. My child likes working as a member of a team

- (A) less now.
- (B) as much as before (does NOT like it).
- (C) as much as before (likes it).
- (D) more now.

If your child has a job, please answer the following question:

36. My child shows up on time for work

- (A) more often now.
- (B) most of the time, as before.
- (C) rarely, as before.
- (D) less often now.

Section 2: Please write in your answers to the following, in the spaces provided.

List one or two ways in which you feel that your child has improved this year.

1. _____

2. _____

Who or what helped your child to make these improvements?

1. _____

2. _____

List one or two things that you feel your child is still having trouble with in school or in her/his life.

1. _____

2. _____

Section 3: Read each descriptive phrase given below, representing some aspect of the School-Based Youth Services Program. Think about your involvement with this program. Circle the answer choice (A, B, or C) which most closely matches your true opinion or feeling about each aspect of this program. One of these three options (A, B, or C) contains several additional options, which correspond to specific things that might have been a problem. If this option is selected, read the additional options below it and select the one that best matches your true opinion or feeling about the staff person or the program. If you select "Other," please write in your feeling about the aspect of the program described.

Example:

Discussion of parenting skills.

- (A) The staff person seemed comfortable discussing this subject with me.
- (B) The staff person seemed uncomfortable discussing this subject with me.
 - (b1) Looked away from me whenever I started talking about this subject.
 - (b2) Preached to me about this subject.
 - (b3) Refused to talk to me about this subject.
 - (b4) Scolded me for talking about this subject.
 - (b5) Other _____
- (C) Does not apply to me.

Suppose you have some concerns or questions about parenting. The staff person responded to your questions and seemed quite comfortable discussing this subject with you. You would circle "(A)" corresponding to the choice "The staff person seemed comfortable ..., " as indicated above.

On the other hand, suppose the staff person responded to your questions with what seemed to be a prepared speech. You did not feel that he/she was comfortable discussing parenting with you. You would circle "(B)" and also circle "(b2)"—"Preached to me about this subject," as indicated below.

- (B) The staff person seemed uncomfortable discussing this subject with me.
 - (b1) ...
 - (b2) Preached to me about this subject.
 - ...

1. Understanding my feelings.

- (A) The staff person tried to understand my feelings.
- (B) The staff person did NOT try to understand my feelings.
 - (b1) Looked away when I talked about my feelings.
 - (b2) Refused to talk with me about my feelings.
 - (b3) Preached to me about my feelings.
 - (b4) Blamed me for my feelings.
 - (b5) Other _____
- (C) Does not apply to me.

2. Respect for me.

- (A) The staff person did NOT show respect for me.
 - (a1) Showed a lack of respect for me because of my religion.
 - (a2) Showed a lack of respect for me because of my race or color.
 - (a3) Showed a lack of respect for me because of my gender.
 - (a4) Showed a lack of respect for me because of my disability.
 - (a5) Showed a lack of respect for me because of my appearance.
 - (a6) Showed a lack of respect for me because of my morals or ethics.
 - (a7) Showed a lack of respect for me because my views.
 - (a8) Showed a lack of respect for me because of my goals.
 - (a9) Other _____
- (B) The staff person respected me as a person.
- (C) Does not apply to me.

3. Attentiveness of staff person.

- (A) The staff person paid attention to me when I talked.
- (B) Does not apply to me.
- (C) The staff person did NOT pay attention to me when I talked.
 - (c1) Did NOT look at me when I talked.
 - (c2) Did NOT listen to me.
 - (c3) Completely ignored me.
 - (c4) Other _____

4. Room in which services were provided.

- (A) The room in which services were provided was satisfactory.
- (B) The room in which services were provided was NOT satisfactory.
 - (b1) Room was dull.
 - (b2) Room felt cold.
 - (b3) Room felt unfriendly.
 - (b4) Room lacked privacy.
 - (b5) Room was NOT easy to get to.
 - (b6) Other _____

(C) Does not apply to me.

5. Caring for my interests.

- (A) The staff person did NOT care about my interests.
 - (a1) Looked away when I talked about my interests.
 - (a2) Ignored me when I talked about my interests.
 - (a3) Interrupted me when I started talking about my interests and changed the subject.
 - (a4) "Put me down" because of my interests.
 - (a5) Other _____

(B) Does not apply to me.

(C) The staff person cared about my interests.

6. Discussion about sex or pregnancy.

- (A) The staff person seemed comfortable talking with me about these subjects.
- (B) Does not apply to me.
- (C) The staff person seemed uncomfortable talking with me about these subjects.
 - (c1) Looked away from me whenever I started talking about these subjects.
 - (c2) Preached to me about these subjects.
 - (c3) Refused to talk to me about these subjects.
 - (c4) Scolded me for talking about these subjects.
 - (c5) Other _____

7. Discussion about drugs or alcohol.

- (A) Does not apply to me.
- (B) The staff person seemed comfortable talking with me about these subjects.
- (C) The staff person seemed uncomfortable talking with me about these subjects.
 - (c1) Looked away from me whenever I started talking about these subjects.
 - (c2) Preached to me about these subjects.
 - (c3) Refused to talk to me about these subjects.
 - (c4) Scolded me for talking about these subjects.
 - (c5) Other _____

8. Helpfulness of staff person.

- (A) The staff person helped me to solve my problem or showed me that I could get help with my problem or concern.
- (B) The staff person was NOT helpful.
 - (b1) Did NOT give me the time I needed.
 - (b2) Did NOT give me the information I needed.
 - (b3) Did NOT give me the support services I needed.
 - (b4) Did NOT take my problem seriously.
 - (b5) Other _____

(C) Does not apply to me.

9. Friendliness of staff person.

- (A) Does not apply to me.
- (B) The staff person was friendly.
- (C) The staff person was NOT friendly.
 - (c1) Too formal.
 - (c2) Always too busy.
 - (c3) Impolite.
 - (c4) Mean.
 - (c5) Other _____

10. Answering my questions.

- (A) The staff person always answered my questions.
- (B) The staff person did NOT always answer my questions.
 - (b1) Usually answered my questions.
 - (b2) Sometimes answered my questions.
 - (b3) Rarely answered my questions.
 - (b4) Never answered my questions.
- (C) Does not apply to me.

11. What could the SBYSP do to help you and/or your child more?

Section 4: Please complete the following.

1. Age (write in) _____
2. Gender (check one)
☐ Female
☐ Male
3. Racial or ethnic group (check one)
☐ American Indian (Native American)
☐ Asian American
☐ Black
☐ Hispanic
☐ White
☐ Other
4. Marital status (check one)
☐ Single
☐ Married
☐ Divorced
5. Housing (where you live; check one)
☐ Private residence
☐ Apartment or mobile home
☐ Shelter
☐ Relatives or friends
☐ Other
6. Do you consider yourself disabled?
☐ Yes
☐ No
7. About how often did you use the services of the School-Based Youth Services Program during the past year?
☐ Didn't use
☐ 1-5 times
☐ 6-10 times
☐ More than 10 times

Section 5: Regarding this survey:

1. Was it easy to complete?
(A) Yes (B) No
2. Were the questions clear?
(A) Yes (B) No
3. Was the format (the way the questions were asked) clear?
(A) Yes (B) No

4. About how long did it take you to complete it? _____ minutes (please write in)

5. How would you change the survey (to make it easier or better)?

Regarding the School-Based Youth Services Program and/or the survey:

6. Is there anything else you would like to say?

THANK YOU VERY MUCH FOR YOUR COOPERATION! THE INFORMATION YOU HAVE PROVIDED WILL BE VERY HELPFUL TO THE SCHOOL-BASED YOUTH SERVICES PROGRAM.

THE FOLLOWING SECTION WILL BE FILLED OUT BY THE STAFF PERSON.

Please complete the following for this respondent's child:

Total number of contacts with the SBYSP = _____

1. Number of contacts in primary and preventive health = _____
2. Number of contacts in mental health = _____
3. Number of contacts in employment and training = _____
4. Number of contacts in school-related service area = _____
5. Number of contacts in case management = _____
6. Number of contacts in other service areas = _____

APPENDIX F

GRADUATE FOLLOW-UP INTERVIEW FORM (SUCCESS PROGRAM)

SUCCESS PROGRAM FOLLOW-UP SURVEY
Telephone Survey

Subject's Name _____

School: _____

Case Manager: _____

How many years in program? _____

Type of services during twelfth grade? _____

Phone _____ Address _____

Date of Interview _____

If subject is not available, name the person providing information and tell their relationship to the subject _____

(Go to question 9.)

I am _____, calling for the SUCCESS Program. I am calling last year's 12th graders who were in the SUCCESS Program. The reason I am calling is that the SUCCESS staff would like to improve the SUCCESS Program. We feel that students who were in the program and who are now out of school would be the best people to help us. What I would like to do is to ask you a few questions about the SUCCESS Program and about yourself. Please understand that no one will know how you answered these questions. I will take the answers that you give and put them with everyone else's so that no one will know what you answered, but we can still see how everyone feels as a group.

1. I would like to begin by asking how you feel about the SUCCESS Program. Do you consider it to be a good program, so-so program, or a poor program?

_____ Good Program
_____ So-So Program
_____ Poor Program
_____ Don't Know
_____ Refusal

2. Knowing what you know now and if you were to start high school again, would you be in the SUCCESS Program again?

_____ Yes (Go to 2 a.)
_____ No (Go to 2 b.)
_____ Not Sure (Go to 3.)
_____ Refusal (Go to 3.)

IF YES...

- 2 a. What is the main thing that you liked about the program? (PROBE IF NECESSARY, e.g., "Can you think of anything that you liked?" IF MORE THAN ONE REASON IS GIVEN, ASK THE RESPONDENT FOR THE MOST IMPORTANT ONE, e.g., "Which one of these things do you consider to be the most important?" WRITE DOWN ALL RESPONSES AND CIRCLE THE MAIN ONE.)

If NO...

- 2 b. What would be the main reason you would not go through the program again? (PROBE IF NECESSARY, e.g., "Can you think of any reason at all?" IF MORE THAN ONE REASON, ASK THE RESPONDENT TO IDENTIFY THE MAIN ONE, e.g., "Which do you think is the main reason?" WRITE DOWN ALL RESPONSES AND CIRCLE THE MAIN ONE.)

3. I mentioned earlier that one reason I was calling was that the SUCCESS staff felt that you could give good advice on how to make the program better. Could you tell me one thing that you would change in the program to make it better? (PROBE IF NECESSARY, e.g., "Can you think of one thing you would change?" IF MORE THAN ONE REASON IS GIVEN, ASK FOR THE MOST IMPORTANT CHANGE, e.g., "Can you tell me which change is the most important one?" WRITE DOWN ALL RESPONSES AND CIRCLE THE MAIN ONE.)

4. Do you think that the SUCCESS Program helps students to graduate?

☐ Yes
☐ No
☐ Refusal

5. Do you think that the SUCCESS Program helped prepare you for responsibilities after graduation?

☐ Yes (Go to 5 a.)
☐ No (Go to 5 b.)
☐ Refusal (Go to 6.)

IF YES...

- 5 a. What do you think is the main way that the SUCCESS Program prepares students for responsibilities after graduation?

IF NO...

- 5 b. What is the main change that could be made in the SUCCESS Program that would prepare students for responsibilities after graduation?

6. I mentioned that I would also like to ask some questions about yourself. What are you doing now? You may choose as many as may be appropriate. (YOU MAY HAVE TO ASSURE THE RESPONDENT THAT THE ANSWERS ARE CONFIDENTIAL, e.g., "Remember, no one else will be told about your answer. We will combine everyone's answers.")

- _____ Employed
_____ Full-time
_____ Part-time (hrs/wk _____)
_____ Self-employed (Go to 6 a.)
_____ Military duty (Go to 6 b.)
_____ Attending college or university (Go to 6 b.)
_____ Homemaker (Go to 6 b.)
_____ Not employed (Go to 6 d.)

- 6 a. What type of work are you doing?

- 6 b. Do you think that you will still be (working where you are now, in the military, attending school, working in the home) next May?

- _____ Yes
_____ No (Go to 6 c.)
_____ Not sure
_____ Refusal

IF NO TO 6 b.

6 c. What do you anticipate that you will be doing?

IF NOT EMPLOYED...

6 d. Why do you think you are not employed? (BE CAREFUL OF PROBING, DO NOT SUGGEST REASONS, e.g., DO NOT SAY: "Are you in school?", "Are you looking for work?", etc.)

7. Are you involved in any volunteer organizations or any voluntary service activities: (These are activities in which you have freely chosen to participate and for which you are not paid.)

☐ Community shelters
☐ Crisis line
☐ Community services
☐ Salvation Army
☐ United Way
☐ Church-related activities
☐ School-related activities (e.g., tutoring)
☐ Political activities (either with a political party or centered around some issue such as the environment)
☐ Other(s) _____

8. Are you currently using any kind of community services for:

☐ a. Health Needs
☐ b. Counseling
☐ c. Employment
☐ d. Food, Shelter, or Clothing

Thank you very much for answering these questions. I am sure that yours and other answers will be most helpful in improving the SUCCESS Program. Do you have anything else that you want to say about the SUCCESS Program? (TRY TO SUMMARIZE!)

If we would try to contact you again at a later date, is there someone who will always know where you are?

Name

Relationship

Address

Telephone

Thank you very much for your help. Have a good year.

9. I am _____ calling for the SUCCESS Program.

_____ (STUDENT'S NAME) was a student in this program last year. We are interested in finding out what he/she felt about the SUCCESS Program. We feel that now that he/she is out of school they can look back on their experience and tell us where the program can be improved. If you don't mind, I wonder if you can help me contact _____ (FIRST NAME).

- _____ Yes (Go to 9 a.)
_____ No (Go to 9 b.)
_____ Unable to help (Go to 9 c.)

IF YES...

9 a. (GET AS MUCH INFORMATION AS POSSIBLE: IF IN THE MILITARY AND INACCESSIBLE, RECORD "IN MILITARY.")

IF NO...

9 b. "Thank you for your assistance."

IF UNABLE TO HELP...

9 c. Is _____ employed at this time?

- _____ Yes
_____ No
_____ Don't know
_____ Refusal

IF YES...What type of work is he/she doing?

IF NO...What is he/she doing?

DON'T KNOW or REFUSAL...Thank you anyway.